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The third self-study undertaken by the Defiance faculty within a decade. The report covers eight critical problem areas selected by the steering committee: Philosophy of the college and its implementation, curriculum, general education, administrative organization, admissions and future enrollments, student life, conditions of faculty service. The document concludes with a calendar of action.

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THE DEFIANCE
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SELF-STUDY OF
THE DEFIANCE COLLEGE

JULY 1960

ED000706

SELF STUDY

of

THE DEFIANCE COLLEGE

BY THE

FACULTY OF THE COLLEGE

June, 1960

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CHAPTER I

INTRODUCTION

This is a report of the third self-study within a decade by the faculty of The Defiance College. The first self-study was conducted in the years 1951-54; no report was published. From this study, the College profited in two ways: it gained experience in the techniques of self-analysis and it acquired insight into its own failings. A report of the second self-study was submitted in 1957 to the North Central Association of Colleges and Secondary Schools. Inspection later in that year failed to bring regional accreditation. Ensuing months were devoted to general discussion of the elements of strength and weakness revealed by the second self-study and the inspection.

The experience of the first two studies led the administration and the faculty to the realization that self-study is meaningful and effective only when it represents honest self-examination for the purpose of self-improvement and when it is an integral part of the ongoing college program. This third self-study was undertaken in this spirit--not for publicity, not as an avenue to material support, not merely as a bridge to regional accreditation.

Alton R. Kurtz, Professor of Education, was relieved of teaching duties and appointed to a new administrative position as director of self-study. To participate with Dr. Kurtz in giving direction to the program, a steering committee was appointed which included Gerald E. Mallott, Registrar and an alumnus; Raymond T. Jones, Chaplain; G. C. deRoth, Professor of Biology; and Erwin J. Urch, Professor of History. This committee gave representation to the alumni and the church and provided a tie with the major academic areas of the College through the chairmen of the three faculty divisions, deRoth, Kurtz and Urch. Dr. Urch also brought to this committee his experience as director of the first self-study.

After a series of evening faculty meetings in which the faculty expressed their concerns about the College, the steering committee carefully selected eight critical problem areas for study. No attempt was made to cover all phases of the College. The faculty was then organized into committees to investigate and analyze these problem areas and to make recommendations for improvement. The eight areas selected together with the faculty assignments were:

1. Philosophy and its implementation-
    MacNaughton, Wulfman, Sayre, Dennis

2. Curriculum-
    Lee, Small, Witsberger, Maney

3. General education-
    Willis, Zoll, Krug, Lane

4. Administrative organization-
    Anderson, Dally, Hoit

5. Faculty organization-
    Andrews, Palinay, McDonald

6. Admissions and future enrollments-
    Miller, Blush, Chaffoo

7. Student life-
    Levy, Badgley, Boehm, Arkebauer

8. Conditions of faculty service-
    Ryan, Park, Nagel

Every faculty member was assigned to a committee; administrators participated only in a resource capacity. The committees were instructed to concentrate on well-defined problems within their assigned areas and to prepare a written report for the steering committee. The faculty reports were used as resource material for this report which was primarily the responsibility of the director of self-study and the steering committee.

Throughout the academic year 1959-60, the self-study has dominated faculty activity. The practice established in previous years of bringing to the campus one or two outstanding educators as consultants on Defiance problems was continued; at the faculty seminar in September, Dr. Robert Hopper of Michigan State University gave impetus to the self-study. Numerous questionnaires were circulated among administrators, faculty, students and alumni. A second series of faculty meetings were devoted to reports by committees and discussion of problems posed by the investigations. Discussion focused on such topics was the meaning of the College's church-relatedness, the meaning of liberal and professional education at Defiance, and the optimum size of the College. Ferment created by the self-study has been evident in the daily conversation of lounge and office.

In reviewing the previous self-study programs, the steering committee felt that the submission of a report in 1957 might have been a bit premature. The many improvements made in the course of that self-study had included separation of the offices of dean and registrar, appointment of a dean of students, establishment of a retirement program through membership in TIAA, and adoption of a policy on tenure and sabbatical leave. These improvements represented progress but had been introduced too recently to be evaluated as seasoned elements in the college program. By 1959 these new elements of strength and others resulting from the 1957 self-study had become established, and a climate of stability pervaded the campus. In contrast with the previous study, in which the emphasis was on the mechanics of college administration, the College now appeared ready for a different kind of self-examination--a continuing study in depth, an effort to explore such basic problems as optimum size of student body and curriculum changes in light of the institution's purposes and prospective resources.

It was recognized that such a study requires both historical perspective and appraisal of the present as bases for planning the future. In its struggle for existence and its endurance of hardships in former years, The Defiance College had an early experience similar to that of many institutions. Chartered by the State of Ohio in 1850 as a female seminary, emerging from the last century as a coeducational college, becoming a church-related, liberal arts college in 1903, Defiance followed a pattern familiar in American education. Yet there were elements that were distinctive, giving the college its present character, and setting the pattern of its modern mission.

From its early relationship with the Christian Church, later merged into the Congregational Christian Churches, Defiance was in one of the strongest currents of liberalism and freedom in both educational and ecclesiastical affairs. A college related to the Congregational Christian Churches is independent of hierarchical control, but common concerns are recognized. Freedom--intellectual, religious, and political--always has been considered the mutual obligation of the College and the churches to which it acknowledges relationship. In fundamental Christian principles--reverent recognition of God, love of liberty, personal integrity which places principle above expediency, respect for individuals as persons, respect for knowledge and its uses, respect for human labor--the College finds motivation, direction, and purpose for the educational task. Devotion to these ideas and ideals is reflected in the composition of the faculty and the student body, in the policies affecting student life, and in the encouragement of faculty to question and to teach without imposed limitations.

In historical perspective, the church relationship also accounts, at least in part, for the small size of the college today. Adequate financial support for colleges is more difficult among churches that have no central organization. However, none have a greater concern for higher education than the members of Congregational Christian churches. Their failure to support The Defiance College more generously in its earlier years probably was due in large measure to lack of effort by the college itself. Church support has increased as the College has regularly demonstrated its need and its merit. But Defiance remains small--by conviction. Close relationship among faculty and students, cooperation between faculty and staff, personal attention to each individual and his every problem--these are among the current assets which have resulted.

The long view reveals a college that has trained many of its graduates for teaching and business, fewer for the professions, but all of them for responsible citizenship. The 1890-91 catalog reads: "Students in the normal and scientific departments must join literary societies and engage in literary work." This early recognition of the need for general education as an undergirding for professional studies has continued through the years. A liberal arts foundation that stresses man's intellectual, social, religious, and artistic activities is now a requirement for every degree program. Thus does the college implement its belief that a truly educated person is one who accepts responsibility for the cultural tradition in which he stands.

And for whom has this commitment to church, to individuality, and to cultural context been made? Limitations once imposed by circumstance and decried are now self-imposed and valued. Defiance draws many unsophisticated young men and women from farms and wage-earning families. Many choose Defiance because it is near their homes. An increasing number from more distant places--

particularly the East--are choosing Defiance because it is their church college. And from many places, Defiance attracts those who prefer the family to the crowd. To these same areas Defiance returns teachers, business men, modest citizens for whom breadth is a matter of attitude, not influence. To the cultural life of its immediate geographical area the College's curricular and extra-curricular activities also contribute significantly. In both broad and narrow context, Defiance is a community college.

Out of its background, then, The Defiance College emerges in 1960 as a small college, a community college, a liberal arts college, a college related to churches that have stood first of all for intellectual and religious freedom. These four attributes identify its modern mission. Self-study has brought these elements to light. Continuing self-study must determine the degree of success with which the operation of the college fulfills this mission.

Our third self-study was undertaken in a confident yet critical mood. This is an account of progress.

CHAPTER II

RESOURCES

While education can certainly take place in the absence of buildings and endowment, and possibly even in the absence of a library and faculty, all of these things are necessary adjuncts of a modern institution of higher education. Though it might be difficult to prove that a relationship exists between the quality of the education imparted to the student and such factors as number of books in library, percentage of doctorates on the faculty, or the state of repair of the physical plant, nonetheless it seems justifiable to assume that an institution with the resources to provide all of these things will in general be able to impart an education of higher quality to its students than one devoid of such resources.

In this chapter the following major resources will be discussed: faculty, finance, library, physical plant, and instructional and research facilities. Some discussion of weaknesses and recommendations for their improvement will be included here, but others will be left to later chapters where they are felt to be more relevant.

THE FACULTY

It seems appropriate to begin with the faculty, for at Defiance there is no more valuable resource in the institution.

In the fall semester of the academic year 1959-60, there were 36 full-time members of the faculty including the dean, the chaplain, the dean of students, and two librarians. The dean, the chaplain, and the dean of students all are teaching some courses. One of the 36 is on sabbatical leave for the year. There are six part-time members of the faculty.

Of the 36 full-time faculty members, 13 or 36 percent have doctorates and all of the rest have master's degrees. Of the latter, five are well advanced in the writing of their dissertations, and most of the five, if not all, will complete the requirements for the doctorate before the next academic year. The majority of those holding the master's as their highest degree have considerable work beyond the master's.

Of the six part-time faculty members, four hold the master's degree and the other two, who teach art and engineering drawing, have had years of appropriate professional experience in the fields in which they teach.

The degrees of the faculty have been earned at 53 different institutions of which about half are universities and colleges in the Middle West. Only 3 of the 36 regular faculty members earned their baccalaureate degrees from The Defiance College. Columbia University ranks first with eight degrees. Five degrees were earned abroad.

In only two cases are full-time faculty members teaching more than an occasional course outside of areas of graduate study. One part-time teacher (the former dean of the College who is now blind) is teaching most of the sociology courses, and this was not his graduate major.

Table 1 shows the teaching fields, the graduate degrees, the number of hours of graduate work, and the number of years of college-teaching experience for each member of the faculty.

The mean number of hours of graduate study is 82, or nearly three years of work. This, we feel, is very good for a small, undergraduate institution and is indicative of the high caliber of the Defiance faculty. However, the Defiance faculty has not, as a whole, had a great deal of college-teaching experience. The mean number of years at The Defiance College is 4.3 and the mean number of years in all college teaching is 8.4. There are several reasons for these figures being somewhat low.

Every member of the present faculty has come to the College since World War II. Only three full-time members of the present faculty were at the College in 1951 when Kevin McCann assumed the presidency. This fact, together with the recent rapid growth, accounts for the low average tenure at Defiance. Since 1951, faculty turnover has been small. In the last 5 years (1954-59) only 15 full-time people have left the faculty. This represents a mean loss per year of about 10 percent. Of these, seven left voluntarily to accept positions at other colleges. Three were not reemployed and the other five left for a variety of reasons. At the close of the 1958-59 year, the College did not lose a single member of its faculty except for two who were not reemployed. Though there was much instability in the staff in the thirties and forties, this has not been the case in the last decade.

The faculty's total years of college teaching may appear relatively small because Defiance has been forced to recruit relatively inexperienced people. A small, unaccredited college with a modest salary schedule simply is unable to attract many able, experienced men from other colleges. Defiance has chosen to seek young men of promise and to attempt to develop a program which would hold them. During the five-year period 1954-59, 27 new people have been employed of whom 12 or 44 percent held the doctorate and 14 the master's degree. Though many staff members have been at the College a short time, one concrete evidence of their satisfaction and intention to remain is the number who have purchased homes. Nearly 60 percent of the faculty who were on the staff previous to this year own their own homes. Several of the others live in college-owned housing.

In a questionnaire, the 36 full-time faculty members reported a total of 116 memberships in professional societies in 1958-59 and attendance at a total of 86 professional meetings. Twenty-one reported that they were engaged in some form of research or writing and 9 had a total of 18 articles accepted for publication during the year. The faculty reported delivering a total of 225 formal speeches during 1958-59.

Table 1 - Education and College Teaching Experience of the Faculty Fall Semester 1959

Name	Field	Graduate Degrees	Graduate Credit in Sem. Hrs.	Years College Teaching Total	Years College Teaching At D.C.
Almasi	Library	J.U.D., M.S. in L.S.		1	1
Anderson	Biology	M.S.	58	5	2
Andrews	History and Communications	A.M.	62	5	5
Arkebauer	Music	A.M.	56	14	14
Badgley	Mathematics	A.M.	78	5	2
Blush	Business	A.M.	40	1	1
Boehm	History	A.M., Ph.D.	110	9	8
Chaffoo	Music	A.R.C.M., L.R.A.M.		2	2
Dennis	Education	A.M.	31	3	1
de Roth	Biology	M.S., Ph.D.	90	7	4
Eisenhart	Dean of College	A.M., Ed.D.	122	13	4
Hoit	Education	A.M.	32	1	1
Jones	Chaplain	A.M., B.D.	140	1	1
Jordan	English, Library	A.M., Ph.D.	90	41	3
Krug	Education	A.M.	77	11	8
Kurtz	Education	M.S., Ph.D.	110	13	7
Lane	Art, Drama	M.F.A.	34	2	1
Lee	English, Journalism	A.M., Ph.D.	85	3	2
Leiter	Librarian	B.S. in L.S.	32	2	2
Levy	English	M.Ed.	104	6	6
MacNaughton	Religion	M.S., B.D., Ph.D.	223	9	4
Maney	Physics	M.S.	75	29	14
McDonald	Physical Education	M.S. in Ed.	38	6	6
McKitrick	Bus. Ad. (on Sabbatical)	A.M.	87	10	8
Nagel	Physical Education	A.M., Ed.D.	90	6	3
Palinay	Economics	A.M., Ph.D.	90	2	2
Park	Psychology	A.M., Ph.D.	96	39	4
Reynolds	Economics, Dean of Students	A.M.	94	6	4
Ryan	English	A.M.	30	2	2
Sayre	Music	M.M.	99	7	5
Small	Physical Education	M.Ed.	37	6	6
Urch	History	A.M., B.D., Ph.D.	207	16	13
Willis	Speech and Drama	M.F.A.	37	3	3
Witsberger	Languages	A.M.	64	7	1
Wulfman	Chemistry	Ph.D.	90	6	4
Zoll	Political Science	A.M.	76	3	1
Part-time					
Dally	Sociology	A.M.	40	16	15
Meltz	Chemistry	A.M.	45	19	13
Miller, M.	Art	A.M.	63	6	6
Shearman, S.	Engineering Drawing			3	3
Shearman, W.	Art			3	3
Ury	Business Administration	M.B.A.	38	5	5

A different approach to faculty quality was attempted by means of a questionnaire circulated to 162 seniors and recent alumni, of which 112 were returned. The faculty was rated as shown in table 2. No person rated the faculty as "poor" in any of the three categories.

Table 2 - Evaluation of The Defiance College Faculty
by 112 Seniors and Recent Alumni

	Alumni	Seniors
Competence in Fields Taught	1.97	2.25
Quality of Instruction	2.39	2.60
Student-Faculty Relationships	1.52	2.06

SCALE: 1 - superior
2 - very good
3 - good
4 - fair
5 - poor

In the 13 areas in which majors are offered, there are only two--economics and religion--in which a staff member is not teaching full time. In both cases there are few majors and the staff member holds a doctorate in the field.

Five majors are offered in which no one with a doctor's degree is teaching any of the courses. They are languages, music, speech, physics, and mathematics. These areas are all considered to be well taught. If the staff now being sought for the fall of 1960 is secured, there will be a minimum of two teachers in virtually all fields in which a major is offered.

Since a major weakness of the staff in past years (though not recent years) has been the faculty turnover, and since the College has some difficulty in securing men with experience from other institutions, a self-study committee proposed and the board of trustees in April, 1960, approved a program of assistance to worthy faculty members desiring to continue graduate study in the summer. In combination with the sabbatical leave, this program will make it possible for every faculty member to complete the doctorate by the end of his sabbatical year. This, it is hoped, will enable the College to attract and hold able younger people for its faculty and in the long run should change substantially the present situation of relatively low average tenure.

FINANCE

Lack of money was a major problem for the College for many years. Like many other institutions, a vicious cycle has seemed to characterize each year's operations. A shortage of funds forced postponement of needed plant improvements, salary raises, or expansion of recruiting and fund-raising programs. Thus it was difficult to secure added students, to increase tuition, or to raise more funds from gifts. Poverty has a way of becoming ingrained in an academic institution until even the faculty accept low salaries and poor working conditions, knowing that there is insufficient money for improvement.

Fortunately, this cycle was broken at Defiance several years ago. The president determined that improvement and enlargement of the faculty and staff were basic to institutional growth. One evidence that the cycle has been broken is that in the current year, with a tuition increase of nearly 30 percent and amid fears that the College might suffer a loss in enrollment, the enrollment gain was just as great as in the previous year when there was no tuition increase. Larger receipts from tuition along with more gift income are enabling the College to improve the physical plant, to raise salaries, and to increase the staff with a consequent decrease in teaching load. At the same time, every effort has been made in the last five years to increase the assured annual gift income. The Living Endowment Program and the Society of Fellows have been established to provide gifts on a continuing basis. In order to acquaint more people in the community and the churches with college progress and needs the mailing list has been expanded from about 3000 in 1955 to nearly 30,000. Informational bulletins are prepared several times a year for this growing constituency.

The steady growth of the institution in the past several years is evident in tables 3, 4, and 5. Not only has the annual budget increased from year to year, but income has exceeded expenditures for each of the five years. The excess of income over expense has been used for debt reduction and some capital improvements. For some years, therefore, the College has been in a sound financial position.

Table 3 - Enrollment and Educational Income and Expense per Student, 1955-60

Year	Enrollment*	Educational Income per Student	Educational Expense per Student
1955-56	354	$650.76	$620.53
1957-56	436	657.02	648.89
1957-58	483	735.15	667.59
1958-59	532	858.20	759.65
1959-60	590	#915.00	#856.00

* full-time equivalent including summer school
# estimated

Table 4 - Categories of Educational Income in Dollars and by Percent of Total at The Defiance College from 1956 to 1960

Year ending June 30	1956 Amount/Percent		1957 Amount/Percent		1958 Amount/Percent		1959 Amount/Percent		1960 Amount/Percent	
Student Fees	$136,390	59.3	$178,482	62.3	$217,458	61.2	$278,345	61.0	$387,000	71.7
Endowment	10,999	4.7	11,788	4.1	13,861	3.9	12,462	2.8	13,900	2.6
Total Gifts	69,362	30.1	81,484	28.5	110,430	31.1	153,250	33.6	118,300	21.9
Churches	11,783		10,586		16,931		18,703		18,500	
Foundations and Corporations	30,909		29,406		39,971		36,081		52,500	
Alumni and Individuals	16,002		13,923		7,448		11,434		18,700	
Restricted gifts and grants	10,668		27,569		46,080		87,032		28,600	
Related Activities	9,000	3.9	9,730	3.4	5,645	1.6	8,336	1.8	9,800	1.8
Other Educational and General	4,619	2.0	4,977	1.7	7,683	2.2	4,172	.8	10,800	2.0
Total Educational and General	230,370	100.0	286,461	100.0	355,077	100.0	456,565	100.0	539,800	100.0
Total Educational and General	230,370	69.3	286,461	69.2	355,077	69.3	456,565	73.2	539,800	71.6
Auxiliary Enterprises	93,910	28.6	120,287	28.9	149,505	28.9	156,323	25.1	205,000	27.2
Student Aid	6,843	2.1	8,006	1.9	9,574	1.8	10,631	1.7	8,800	1.2
GRAND TOTAL	331,123	100.0	414,754	100.0	514,156	100.0	623,519	100.0	753,600	100.0

Table 5 - Categories of Educational Expenditures in Dollars and by Percent of Total at The Defiance College from 1956 to 1960

Year ending June 30	1956 Amount/Percent		1957 Amount/Percent		1958 Amount/Percent		1959 Amount/Percent		1960 Amount/Percent	
Administrative and General	$ 54,312	24.5	$ 84,790	30.0	$102,836	31.9	$127,288	31.5	$163,000	32.3
Instruction	95,801	43.7	118,295	41.8	141,360	43.9	165,518	41.0	209,000	41.4
Library	7,313	3.4	13,590	4.8	13,741	4.3	22,367	5.5	36,000	7.1
Plant Operation and Maintenance	44,086	20.1	45,554	16.1	47,539	14.7	61,102	15.1	65,000	12.9
Related Activities	18,157	8.3	20,690	7.3	16,870	5.2	27,858	6.9	31,000	6.3
Total Educational and General	219,669	100.0	282,919	100.0	322,346	100.0	404,133	100.0	505,000	100.0
Total Educational and General	219,669	74.3	282,919	72.1	322,346	70.8	404,133	74.0	505,000	71.8
Auxiliary Enterprises	68,228	22.7	97,578	24.8	116,495	25.6	121,999	22.3	165,000	23.4
Student Aid	10,086	3.0	12,244	3.1	16,426	3.6	20,425	3.7	34,000	4.8
GRAND TOTAL	297,983	100.0	392,741	100.0	455,267	100.0	546,557	100.0	704,000	100.0

Educational income

The percentage distribution of income has been surprisingly constant until the current year. Endowment income, being relatively fixed in the absence of large gifts to endowment, is gradually decreasing in its percent of the total. There has been a substantial tuition increase in the current year, and it appears that gift income will be less than in 1958-59, resulting in a marked increase in the percentage of income from student sources. Since no tuition change is planned for next year, it will be necessary to increase gift income in order to carry out the program of improvements recommended elsewhere in this study. The budgeted gift income for next year is $171,000. This will require an increased emphasis on fund-raising, and a staff addition in this area is recommended in Chapter III.

A grant of $50,000 from the Board of Home Missions of the Congregational Christian Churches was a major factor in eliminating the College debt. Of this grant, $10,000 was received in 1957-58 and $40,000 in 1958-59. Aside from this grant, gift income has steadily increased throughout the five-year period until about $100,000 may now be considered to be stable income for it is pledged on a continuing basis. Of this amount, about one-fourth comes from the Ohio Foundation of Independent Colleges.

The percentage distribution of income at Defiance was compared with the distribution for privately-controlled liberal arts colleges in the latest Biennial Survey of Education in the United States, Chapter 4, Section II, 1955-56.

Table 6 - Percentage Distribution of Education Income for Private Liberal Arts Colleges and The Defiance Coleege

Sources	Private Lib. Arts Colleges 1955-56	Defiance College 1955-56	Defiance College 1959-60 (est.)
Student Fees	60.7	59.3	71.7
Government Sources	2.7	0.0	0.0
Endowment	11.2	4.7	2.6
Gifts	21.0	30.1	21.9
Related Activities	2.1	3.9	1.8
Other Educational and General	2.3	2.0	2.0

In 1955-56, the sources of income at Defiance were very similar to the national pattern, except that income from endowment was low and that from gifts was high. The latter figure may be misleading since some Defiance gifts were used for plant improvement, but the same may be true at other colleges.

In 1959-60, Defiance is high in percentage of income from student fees. However, the national trend is in this direction and the national percentage for tuition is certain to be higher in 1960 than in 1956. Many colleges operate successfully with more than 70 percent of their income from fees. Probably Defiance should attempt to keep this figure down to 70 percent. In the 1960-61 budget, it is 69.6 percent.

Educational expenditures

The distribution of educational expenditures is shown in table 5. Several trends are evident. While expenses are increasing in all categories, spending for administrative and general purposes and for the library is increasing more rapidly than the average and for plant operation and maintenance less rapidly. The portion going to instruction is relatively unchanged. The percentage being used for student aid has also increased.

The percentage distribution of expense at Defiance was compared with the distribution for privately-controlled liberal arts colleges in the latest Biennial Survey of Education in the United States, Chapter 4, Section II, 1955-56.

Table 7 - Percentage Distribution of Educational Expense
For Private Liberal Arts Colleges and The Defiance College

	Private Lib. Arts Colleges 1955-56	Defiance College 1955-56	Defiance College 1959-60 (est.)
Administrative and General	25.5	24.5	32.3
Instruction	50.6	43.7	41.4
Library	4.6	3.4	7.1
Plant Operation and Maintenance	17.2	20.1	12.9
Related Activities	2.1	8.3	6.3

Table 7 must be interpreted with care, for variations in college accounting practices undoubtedly account for some of the differences between The Defiance College and national figures. For example, The Defiance College records athletic expenses in related activities while many colleges record these as auxiliary expenditures.

Defiance is currently well above the national figure for 1955-56 in the proportion of expenses used for library. This is supported by national figures for 1958-59 (College and Research Libraries, Vol. XXI, January, 1960) which show Defiance to be above the median in ratio of library expenditures to total.

Administrative and general costs are currently high. Several factors have caused the rather large percentage increase in administrative and general costs between 1955 and 1960. Retirement benefits were added for the faculty in 1957. The staff has been expanded. The development program, started in early 1956, has continued to increase in scope and cost. For the current year the health services were greatly increased at added cost to the college. A leveling off point would seem to be near when administrative and general costs would decrease somewhat in the percentage of the total costs. Costs for instruction have consistently been low and costs for physical plant are considered to be dangerously low in the current year. The plant is being maintained amazingly well at low cost but with the increase in size of the physical plant it does not seem likely that the plant can long be properly maintained at the present level of spending.

Financial accounting

The accounting system in general follows recommendations of the manual, "College and University Business Administration", compiled by the American Council on Education in 1952.

An account is maintained on each budget item. A monthly report is made by the business office showing assets and liabilities and comparing income and expenditures with the budget for each account.

The annual audit is made by Konopak and Dalton, Certified Public Accountants, Toledo, Ohio. Identity of all funds is maintained in the annual audit, which shows surplus or deficit in each fund on an accrual basis.

Purchasing and budget control

Purchasing and budget control are centralized in the college business office. Purchase orders are initiated by various members of the staff, must be signed by the person or persons responsible for the account to be charged, and finally must be signed by the director of the business office.

For an authorized item within the budget, the purchase order ordinarily is approved as a matter of routine. However, any requisition is subject to review by the president and may be disapproved. Requisitions beyond budgeted appropriations must be specifically authorized by the president. Control of the budget lies in the business office. Whenever there is a question about a requisition, the director of the business office refers the matter to the president.

Preparation of the budget for the ensuing year is begun in early spring, and all staff members are asked to submit requests under the headings "Essential" and "Desirable". The president drafts a tentative budget for submission to the board of trustees at the April meeting. Revisions in the budget are frequently made at the fall meeting taking into account fall enrollment and other unforeseen factors. The budget is subject to revision at any time with the approval of the board or its executive committee.

Investments

All endowment and annuity funds are held by the Ohio Citizens Trust Company of Toledo as corporate trustee. The trustee handles all transactions under direction of the finance committee of the board of trustees. Though this system is working well, it has the disadvantage of making it impossible for the trustee to buy or sell securities without waiting for the finance committee to meet. Monthly financial reports to the Board of Trustees incorporate all non-endowment transactions in a single statement. The annual audit report then transfers profit and loss from sale of investments to the capital account. The entire investment portfolio and transactions for the year are reviewed in the annual audit report.

It has been the policy of the board to maintain a diversified investment portfolio in order to secure the largest income consistent with safety of principal. The largest percentage of the holdings is in common stocks though a substantial amount is in United States government bonds.

The current (June 30, 1959) market value of invested endowment funds is $390,278.69. In addition, invested annuities and student aid funds total about $25,000.

No loans are made from the endowment to other funds. The endowment income was pledged for a time to debt reduction, but the debt was entirely removed during the 1958-59 year so that endowment income is now going into the general fund.

Indebtedness

In 1956 the College owed $125,000 on several loans. As a result of a contribution of $50,000 from the Board of Home Missions of the Congregational Christian Churches dependent upon the College raising the remaining $75,000, the debt was entirely liquidated in 1959. The College was therefore debt free for the first time in many years. However, it did not long remain so. In the past two years, loans have been secured from the federal government for construction of a student union and a women's dormitory.

The loan for the student union was $377,000 at 2-7/8 percent interest. The union was opened in October, 1959. Payments are being made on a 40-year plan with $11,000 paid semi-annually from funds received from a $7.50 per semester union fee and profits from operation.

The loan for the women's dormitory is $340,000 at 3-1/8 percent interest. The dormitory is scheduled for occupancy in September, 1960. Repayment of this loan will be made from revenue from this dormitory and such additional funds as are needed from the income of Sis~~s~~on Hall. The payments are $10,500 semi-annually on a 40-year plan.

In addition, a 24-unit dormitory for men was built this past year and occupied in February at a cost of $60,000. This money was borrowed from banks at 5-1/2 percent and is to be repaid at the rate of $1500 per month. The erection of two more such units with borrowed funds is contemplated for fall, 1960.

In 1957, the College purchased a 93-acre farm adjacent to the campus for purposes of expansion. The cost price was $27,500. The Alumni Association assumed the responsibility of payment for "Acres of Destiny" as the farm was called. The final payment was made in 1959 so that this land is now a part of the campus and debt free.

With the completion of two additional men's units this fall, total College indebtedness for the student union and dormitories will approximate $900,000. The interest on this will be about $30,000 per year until the principal is reduced.

While this is a large amount of indebtedness to assume, it should be noted that all of it is revenue producing. Further, the addition of the dormitories and the union were both felt to be necessary in order to make better use of other facilities. With empty classrooms, many small classes, and a somewhat limited curriculum, it was believed to be to the advantage of the College to go into debt for these facilities in order to have an enrollment which would make the whole operation both more efficient and more effective. (This is dealt with in more detail in Chapter VII.) However, it is recommended that no additional indebtedness be incurred for capital expenditures for several years or until new factors enter the picture.

Balance sheet and statement of income and expenses

The auditors' balance sheet and report of income and expense for the year 1958-59 are reproduced in tables 8 and 9.

PHYSICAL PLANT

The Defiance College is located on the north side of the city of Defiance, a city of 14,500 in the northwestern corner of the State of Ohio. The campus contains a total of 134 acres, though not all of this is currently in use.

The plant

Ten permanent buildings comprise the bulk of the present plant. There are in addition a dozen temporary structures, most of which provide housing for married students.

Three buildings are primarily devoted to instruction and administration. Defiance Hall houses administrative offices, classrooms, a recently furnished faculty lounge, and faculty offices. There is considerable unused space in the basement and on the top floor which can be renovated when needed. In Weston Hall are found the auditorium which seats 431, music studios, classrooms, the audio-visual and radio center, an arena theater, the health center, and faculty offices. Tenzer Hall is primarily a science building with classrooms, offices, laboratories, and research areas for biology, chemistry and physics. The business classrooms and laboratory are also located here.

Three buildings house students. Trowbridge Hall is currently housing 90 girls. Sisson Hall accommodates 110 men, and a new men's dormitory opened this semester holds 24.

The remaining four buildings serve a variety of functions. The Anthony Wayne Library, occupied in 1957, is a one-story building of modern design. It contains open stacks, a reading room for 100 students, a seminar room, an audio-visual room, a periodical room, and the office workroom. The Enders Student Union, a beautiful, modern building, opened in 1959, contains dining hall, snack bar, game room, lounge, bookstore, two conference rooms, and an unfinished second floor. The President's Home and the Central Heating Plant complete the permanent structures.

Other buildings include a frame structure housing the maintenance equipment and work area, the Hickory Hut currently being used for art classes, the Y-Center, and nine buildings containing from one to four apartments. All are considered temporary except the maintenance building.

Recent developments and plans

Besides the addition of two new buildings this year, several other improvements have been made in the last three years. Sisson Hall has been completely refurnished and Trowbridge Hall partially refurnished. Some modernization of science laboratories has been carried out. Two unused rooms have been made into classrooms. Sixteen faculty offices have been added in various places and one large room converted into a faculty lounge.

The basement of Weston Hall has been made into an excellent arena theater with modern lighting. Several temporary buildings have been removed. A great deal of improvement has been made throughout the campus in lighting, landscaping, redecorating, sidewalks, parking areas, and heating.

Table 8 - Balance Sheet

As of June 30, 1959

ASSETS

Operating Fund			
Cash			
Unrestricted	$31,470.44		
Restricted	47,336.40		
		78,806.84	
Investments (at fair value at time of gift)		14,471.60	
Accounts receivable	5,523.59		
Less allowance for doubtful accounts	500.00		
		5,023.59	
Inventories		13,029.29	
Prepaid insurance		3,964.68	
			115,296.00
Library Funds			
Cash		106.89	
Investments (at trustee's carrying value)		3,568.01	
			3,674.90
Grace Packard Students Aid Fund			
Cash		392.11	
Investments (at market value-trustee's carrying value $8,363.74)		18,739.13	
			19,131.24
Endowment Fund			
Cash		673.06	
Investments (at market value-trustee's carrying value $234,039.77)		389,605.63	
			390,278.69
Annuity Fund			
Cash		149.15	
Investment($5,000.00 - 2-1/2% Treasury Bonds due November 1961 - at cost - approximate market)		4,900.85	
			5,050.00
Rental Property Fund			
Real estate (at book value)			60,562.12
Plant Fund			
Cash (restricted for completion of Student Union Building)		172,133.37	
Construction in progress (at cost-Student Union Building)		230,974.59	
Plant (at appraisal value)			
Land		168,300.00	
Buildings		1,214,319.00	
Equipment		220,227.00	
			2,005,953.96
Total assets			$2,599,946.91

LIABILITIES AND FUND BALANCES

Operating Fund			
Notes payable - unsecured		$ 2,000.00	
Accounts payable	16,746.00		
Trade	16,746.00		
Student deposits, etc.	5,511.96		
Student loan funds	10,726.46		
Conference of chemists	7,893.29		
Withheld from employees	3,629.39		
		44,507.10	
Accrued items payable			
Payroll	21,099.80		
Real estate taxes	1,957.44		
Social security tax	572.34		
Interest	8.33		
Deferred compensation (payable in 24 equal monthly installments beginning Sept. 1-1959)	9,000.00		
		32,637.91	
Unearned income - tuition, etc.		10,756.20	
Fund balance		25,394.79	
			115,296.00
Library Funds			
Fund balance			3,674.90
Grace Packard Students Aid Fund			
Fund balance			19,131.24
Endowment Fund			
Fund balance			390,278.69
Annuity Fund			
Fund balance			5,050.00
Rental Property Fund			
Fund balance			60,562.12
Plant Fund			
Mortgage bond payable		377,000.00	
Land contract payable - balance paid July 9-1959		1,762.75	
Construction contracts payable		31,479.38	
Accrued interest payable		14.69	
Fund balance		1,595,697.14	
			2,005,953.96
Total liabilities and fund balances			$2,599,946.91

Table 9 - Statement of Income and Expense

For the Year Ended June 30, 1959

INCOME

Educational and General			
Tuition and fees		$ 278,345.13	
Endowment		12,462.27	
Gifts			
Unrestricted	66,218.52		
Restricted	87,031.95		
		153,250.47	
Library Funds income		165.96	
Gift Annuity Fund income		100.00	
Organized activities			
Athletics	3,626.56		
Other	4,709.90		
		8,336.46	
Other		4,171.73	
			456,832.02
Auxiliary Enterprises			
Housing		37,963.99	
Dining Hall		81,824.64	
Student Union			
Hickory Hut	13,433.36		
Book Store	23,101.41		
		36,534.77	
			156,323.40
Student Aid - scholarships, etc.			10,630.50
Total income			623,785.92
Expenses - opposite page			546,557.90
Excess of Income over Expense			$ 77,228.02

EXPENSES

Educational and General			
Office of the president		$ 17,570.45	
Business office		11,140.88	
Office of the dean		10,445.23	
Office of the registrar		5,990.92	
Office of the dean of students		5,997.18	
Office of admissions		9,197.96	
Office of alumni		3,400.81	
Office of church relations		4,122.98	
Office of development		19,349.97	
Placement		76.09	
Health service		2,201.28	
General institutional expense		37,794.19	
Faculty salaries		139,303.49	
Student assistants' salaries		1,534.34	
Summer school salaries		10,821.69	
Divisional expense		12,255.25	
Audio-visual equipment		1,603.23	
Organized activities			
Athletics	15,590.19		
Other	12,268.11		
		27,858.30	
Library expense			
Salaries	9,717.26		
Books and periodicals	11,492.19		
Supplies, etc.	1,157.78		
		22,367.23	
Educational plant expense		61,102.35	
			404,133.82
Auxiliary Enterprises			
Housing		29,870.13	
Dining Hall		61,013.02	
Student Union			
Hickory Hut	11,313.36		
Book Store	19,802.57		
		31,115.93	
			121,999.08
Student Aid			
Scholarships		10,970.00	
Grants-in-aid		3,175.00	
Athletic grants		6,280.00	
			20,425.00
Total as shown on opposite page			$ 546,557.90

An athletic area is in process of development on recently acquired land. Football, baseball, track, and tennis facilities are under construction there. A women's dormitory to accommodate 91 will be completed by September 1960 and two additional 24-man dormitories may be ready by that time. Also planned for the immediate future is the conversion of space now unused or used for other purposes into an art center, a health center and dispensary, a physical chemistry laboratory, classrooms, and offices.

Bellman, Gillett, and Richards, college architects, have assisted the development office in devising a master plan for campus development. This plan was followed in the location of the new dormitories and the Enders Union.

Evaluation of the present plant

All those long associated with the College have been impressed with developments in recent years. However, much remains to be done. The classroom buildings are all old and in places are not well lighted or attractive. The floors, especially, are unattractive. More could be done to beautify the campus.

Student questionnaires distributed for three successive years indicate some dissatisfaction with the physical plant, though this is less in evidence each year. In several areas significant improvements have been made, partially as a result of these questionnaires.

A faculty questionnaire circulated during the current year indicated that the majority feel that classroom and office facilities are satisfactory. The furnishings and the privacy of faculty offices are not rated as satisfactory by about one-third of the respondents. Several commented negatively on the lighting and the furnishings in their classrooms. All respondents indicated that the interior decoration and janitorial services in the classrooms were satisfactory.

A study of room usage during the fall semester, 1959, showed that classrooms were in use only 40 percent of the available time between 8:00 a.m. and 4:00 p.m. The greatest usage of the classrooms was at the 9:00 a.m. hour when 15 of the 19 classrooms were in use. The classroom situation seems quite adequate for enrollments anticipated in the near future. However, a shortage of laboratories, offices, and music rooms may result in the use of some classrooms for other purposes and thus change the picture.

In questionnaires circulated to seniors and recent alumni, greatest concern was expressed for science facilities, athletic facilities, and a chapel in that order. They expressed least concern about the need for additional faculty offices and classrooms.

The committee studying future enrollments recommended that all of the following must be provided if the College is to satisfactorily serve the enrollment of 650-700 which is planned for 1962: an addition to the library, a chapel or church on the campus, a physical education building, music practice rooms, and completion of the second floor of the Enders Union. Of course, additional faculty offices, a larger parking area, and the like will also be needed, as well as continuing campus renovation and improvement including the removal of temporary buildings.

Care of the plant

The plant is currently maintained by a staff of ten full-time janitors and maintenance men under the direction of the superintendent of buildings and grounds who is responsible to the director of business operations. A few students are employed part time.

Sick-leave and social security benefits are provided for full-time employees. There is no uniform system of pay for these employees nor is adequate provision made for increases in wages. This should be given attention by those responsible.

The plant is without question in the best condition that it has been for years. Much has been done recently to make classrooms and offices more attractive and clean. It is certainly significant that in the questionnaire mentioned above, not one faculty member commented critically regarding janitorial services in classrooms.

LIBRARY

The library is modern in every respect--air conditioned, furnished in substantial uniform equipment of thoroughly modern library design with circulation desk, reading tables, magazine racks, carrels, microfilm and microcard readers, record players with earphones, a typewriter for student use, files and other appurtenances customarily present in a well-equipped library. The book stacks are open. The reference shelves are conveniently located and are supplied with current encyclopedias and indexes such as one would expect to see in a college library.

The library staff is adequate for present needs--a director (without a library degree but with a Ph.D. degree and research experience in many large university libraries both in this country and in Europe), two librarians with library degrees, one of them the operations overseer and cataloguer, the other in charge of circulation, and a clerk who is largely an order clerk performing the routine duties associated with the ordering and receiving of books under the instruction of the director who is order librarian. The library uses student help to the extent of approximately $1500 per year.

The Defiance College is an undergraduate liberal arts college. Its library, therefore, has certain functions:

1. to provide an attractive and suitable place for students and faculty to read and to study;

2. to provide students with materials essential to their studies and to the preparation of such reports and projects as are appropriate to undergraduate needs;

3. to provide members of the faculty with materials for their courses and for keeping abreast of advances in their respective disciplines so as to carry on advanced research;

4. to see that books and periodicals and other educational materials are ordered and processed as expeditiously as possible;

5. to maintain balance in the purchases for the several departments in proportion to their needs insofar as such materials are available.

In carrying out the purposes outlined above, the following practices may be mentioned. Members of the faculty are encouraged to make recommendations for materials that fit the needs of the undergraduate curricula, and furthermore to request materials that, even though of slight interest perhaps to undergraduate students, are nevertheless essential to the maintenance of a high scholarly standard in the minds of the College staff. The director sends weekly reports of books recently published. He sends monthly reports to the various departments of books received within the month, with a statement of cost to that department. The director scans catalogues of publishers and second-hand book dealers and notifies the departments of items of interest, or orders on his own responsibility items that seem valuable and appropriate.

The director keeps a system of detailed accounts to show numbers of books ordered together with estimated costs, and numbers of books received together with actual costs. Thus he is at all times informed of the overall condition of the library finances, and he has also a view of the expenditures of the several departments. This system of accounts applies to all library purchases.

The library undertakes to make its materials available. Books are on open shelves; magazines are placed on open racks; the periodical room is available to students and faculty alike; reference works are open to all, the audio-visual room is usable at all times. Comfortable chairs are placed near the magazine racks and are in almost constant use. There is much reading of current magazines.

Consistent with the policy of the College to make educational opportunities available to the Defiance area, the library serves anyone whether or not he is associated with the College.

The library was for many years in need of a consistent and constructive policy of development. It operated long on inadequate funds and inadequate staff. The great misfortune is that books were not bought when they were currently in market. This inadequacy is especially evident in the broken files of magazines when subscriptions were allowed to lapse, and where fill-ins are very difficult to procure. These deficiencies must be kept in mind and the fact must be taken into account that the accumulated deficiencies of many years cannot be wiped out over night. It is a task that must be worked at constantly and overcome as time and means permit.

A well organized effort is being made to keep current in all fields and to buy important volumes of older copyrights. In the past two years, book purchases have been especially heavy in the fields of literature, psychology, economics, philosophy and art. The library has a very large religion section, though many of these books are old ones. Perhaps the book collection is weakest in the sciences. However, a significant number of recent publications and resource volumes have been added, and the number of journals in the sciences has been greatly increased.

The budget this year, in addition to enabling the library to fill in some lamentable gaps, has made possible the purchase of a goodly number of current publications and subscriptions to a considerable number of scholarly journals over and above those previously on the shelves. It has made possible the purchase of an additional card catalogue cabinet and of a storage cabinet for microfilm. It has made possible also the purchase of a ten-year span of microfilm of The New York Times, of certain Civil War newspapers and other items, a microcard edition of the publications of the Early English Text Society and of other items of rare and expensive originals. (Some of these items, though ordered, have not yet been received and therefore their cost does not show up in the schedule of expenditures.)

It is a recognized policy that discarding books and other materials is as important as accumulating them. The problem of discards is particularly obvious here. The stacks need thorough going-over for the removal of useless items long outdated. This task must await the fall semester, the present director having come into service only last October. The magazine room has been thoroughly rearranged during 1959-60, and the unbound magazines have been put into chronological sequence. A vast amount of old material has been removed from the shelves. The usefulness of the magazine room has thus been greatly enhanced as a result of such thorough reorganization. Next year much binding of magazines must be provided for, together with some revision of policy as to what journals are worth binding and what journals are not.

Table 10 - Library Expenditures

	Year Ending June 30, 1958	Year ending June 30, 1959	July 1, 1959 to April 30, 1960
Books	$5,048	$9,166	$13,459
Periodicals	1,235	1,403	1,990
Binding	1,029	922	637
Staff	5,813	9,718	9,378
All other	616	1,158	3,233
Total	13,741	22,367	28,697
Percent of total educational and general expense	4.3	5.5	7.4

Estimated expenditures with outstanding orders and two months to run will nearly use up the budget of $40,228 for the year 1959-60.

The item for $3,233 includes an additional card catalogue cabinet, many phonograph records, a four-year span of *The New York Times* microfilm, and other audio-visual materials.

The estimated expenditure for books, binding and periodicals for the 1959-60 year is $25,000. Outstanding orders on April 30 are for approximately 450 books, a microfilm cabinet, microfilm, and microcards for a total of about $2,500. The library budget of $40,228 is 7.9 percent of the total educational and general budget for the 1959-60.

Table 11 - Library Holdings

	1957-58	1958-59	July 1, 1959 to April 30, 1960
Books			
Number of books at beginning of fiscal year...........	22,217	23,513	25,520
Number of bound periodicals included.................	3,124	3,370	3,658
Additions			
Books....................	1,584	2,060	2,726
Bound periodicals........	246	306	132
Total withdrawals........	534	359	1,186*
Net gain.................	1,296	2,007	1,672
Number of books at end of fiscal year...........	23,513	25,520	27,192
Number of bound periodicals included.................	3,370	3,658	2,684
Periodicals			
Periodical subscriptions....	269	291	341
Paid subscriptions.......		162	246
Donations................		111	95
Phonograph Records..........			441
Microfilm Reader............	By the end of the fiscal year a ten-year span of *The New York Times* and miscellaneous items.		
Microcard Reader............	By the end of the fiscal year, *The Early English Text Society*, Bell's *British Theatre*, and miscellaneous items.		

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* The high number of withdrawals indicated for 1959-60 is the result of a wholesale reorganization of the magazine room and the discarding of a vast amount of dead material.

Table 12 - Library Circulation

	1957-58	1958-59	July 1, 1959 to May 31, 1960
Students			
Two-week loans, regular term...	10,029	10,963	12,373
Average student withdrawal.....	22.8	23.0	23.6
Faculty			
Withdrawals....................	1,042	1,317	1,552
Average faculty withdrawals....	34.7	36.6	38.8
Phonograph Records.............			224

Since the library has open stacks and since circulation records are not kept for the rather large number of books on reserve, the data in table 12 do not present a complete picture of circulation.

The library was moved into the present building in September, 1956. Since that time more than 9000 books have been purchased, and the enrollment of the College has increased by 60 percent. Hence the new building, though a great asset to the campus, is already crowded.

The urgent need of the library is space--an addition to at least double the present capacity. Plans for such an addition are tentatively made, and it is hoped that construction will get under way within the next year or two. The addition will make possible the removal of magazines from the present location and release the present space for a much needed work room and storage space. Also, more reading area is needed and a stack room will soon be needed.

FACILITIES FOR INSTRUCTION AND RESEARCH

Instruction

The division chairmen have the responsibility of approving the purchase of instructional materials for individual faculty members. A budget is prepared in the spring by each division chairman. Divisional budgets have been considerably increased in recent years, especially in the sciences. Divisional expenditures, largely for instructional materials and facilities, will exceed $20,000 during the current year while only four years ago they were less than $4000.

The College is particularly fortunate in having excellent audio-visual facilities. One faculty member serves as a part-time director of the audio-visual program. Complete cinemascope equipment, both 35 mm. and 16 mm., is available. There is adequate projection and sound equipment of all kinds for the campus. For example, the College has five 16 mm. sound film projectors and ten tape recorders. The film and tape libraries are very small; most films are rented. A library of slides and recordings is being developed.

The science laboratories have been much improved in recent years and a great deal of new equipment has been purchased. New laboratory benches are needed in chemistry and additional equipment is needed in physics for laboratory experiments. The biology department will need additional space if it continues to grow.

The business administration department is very well equipped except for the need of a bookkeeping machine. The music department is not sufficiently furnished with instruments, and a language laboratory is needed.

In general, it can be said that an adequate amount is being spent each year for instructional purposes and that faculty members can usually secure what they desire.

Research

All research currently being undertaken is departmental research, not organized research. Much of it is being done in the sciences, although various projects are being undertaken by other members of the faculty in such areas as curriculum development and doctoral studies.

Physical facilities for research have been rather limited. In the biological and chemical sciences, however, combination office-research laboratories have been developed by the heads of these departments. Further improvements in research facilities in the sciences may be expected as these areas develop in size and quality. A special effort is being made at the present time to encourage undergraduate participation in portions of faculty science research projects. Toward this end, several grants have been received, the latest being a National Science Foundation Undergraduate Research Participation Grant. With a similar goal in mind, The Defiance College has recently announced the availability of undergraduate research assistantships to begin in the fall of 1960. These grants have the dual purpose of encouraging "research mindedness" among science students and assisting faculty members with their respective research problems.

Limited library holdings of original source materials have been a major handicap to staff members in all areas of scholarly endeavor. In an attempt to ameliorate this difficulty, many professional publications are being added to serve both faculty and student needs.

There has been no clear policy regarding the relationship of research to teaching load. It has generally been assumed that research is done on one's own time but at least one faculty member engaged in research has a reduced load. In order to partially resolve this problem, a recommendation has been made (Chapter VI) for reduced faculty teaching loads in order to encourage research and related scholarly achievement.

CHAPTER III

ORGANIZATION FOR ADMINISTRATION

The Defiance College was given land by the Ohio legislature when incorporated in 1850 as The Defiance Female Seminary. The corporation is a self-perpetuating body of 21 trustees. Originally non-sectarian, the College became affiliated with the Christian denomination in 1903. Since union of the Congregational and the Christian churches in 1931, the College has been related--although not organically--to the combined group.

THE BOARD OF TRUSTEES

Of the 21 trustees, one-third were at one time nominated by state and one-third by national church bodies. Although this privilege has not been exercised since the formation of the General Council of Congregational Christian Churches, a substantial number of trustees have continued to be chosen from that church. By invitation of the board, The Ohio Conference of Congregational Christian Churches and The Defiance College Alumni Association each nominate one trustee each year. Members are elected by the board, seven each year for terms of three years.

Of the 21 trustees in the fall of 1959, 13 are members of Congregational Christian churches. Six are lawyers, six are manufacturers, five are businessmen, two are ministers, one is a teacher, and one is a Congressman.

Annual meetings of the board are required by its by-laws. The board has been holding quarterly meetings for several years. The executive committee, with power to act for the board, meets even more frequently.

Much of the work of the board is done by committees. These committees are: executive, finance, faculty affairs, buildings and grounds, nominations and organization, honorary degrees, budget, and church relations.

The board operates as a policy-forming body only. In no way are members of the board either empowered or prone to take administrative action in the operation of the College. The history of the institution is singularly free from incidents of board members assuming executive powers.

The president is the chief executive officer of the board and is responsible for all phases of College operation. He secures board approval for the budget and keeps the board informed about the financial status of the institution by means of monthly financial statements.

ADMINISTRATIVE LEADERSHIP

One of the self-study committees was assigned to study the administrative organization of the College. For its study the committee circulated a questionnaire to the entire faculty, interviewed each administrator, asked each administrator to write a job description, and investigated the recent administrative history of the institution.

The role of the president

This is Kevin McCann's ninth year as president of The Defiance College, the longest tenure of any president in 30 years. These nine years have been years of readjustment and growth in virtually all aspects of college life. In 1951, the postwar bulge in enrollment was well on the wane. President McCann came to an institution of declining enrollment which was overstaffed and in financial jeopardy. The faculty lacked stability, only two members having been on the staff more than six years, and these two were to retire within the first two years of McCann's administration. The full-time enrollment did not pass the 200 mark for three years. Now near 500, it has reached an all-time high. The area of the campus has been increased by a substantial purchase of land. After a 40-year period in which no new buildings were built, three new buildings have been completed with others in process. The educational budget of the College has more than tripled in these nine years. This is indeed a tribute to the leadership of the president.

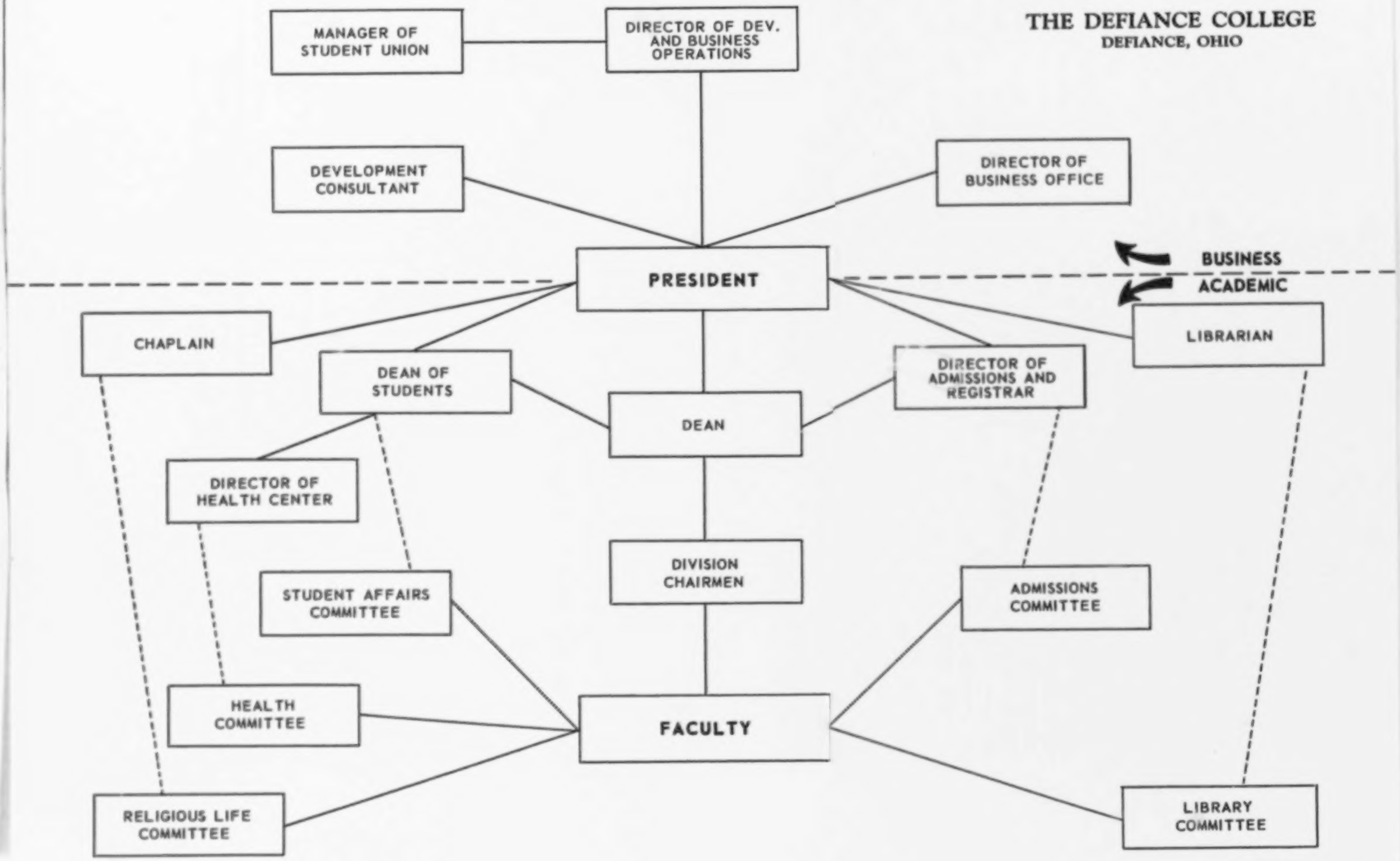
During these nine years, there have been many changes in the administrative staff. The pattern which has evolved (and is still evolving) has within it much flexibility so that it has been possible to change and add personnel without serious conflicts arising.

Such flexibility is a necessity in a small institution. In small colleges it is inevitable that administrators must have a variety of responsibilities. For most efficient operation, these responsibilities should be assigned according to the abilities and training of the personnel. As the College grows and new staff members are added, it becomes necessary to reassign responsibilities. This process has been taking place at The Defiance College, and with a minimum of friction. As each new person has been added, he has found his place and others have relinquished duties to him. For example, the dean, who at one time was also registrar and who performed many student personnel functions, has relinquished many of these duties to new personnel. On the other hand, in the absence of a business manager, the duties normally related to this office are being performed by the president, the dean, the director of the business office, and the director of development.

The fact that changes resulting from growth have taken place without conflict is in large part due to the administrative philosophy of the president. The usual chain of command type of administrative organization is not the pattern at Defiance. The president is clearly at the center of the administrative framework with most of the administrative staff responsible directly to him (see chart 1). Here the president with final authority in all matters is surrounded by his key administrative aids who are responsible to him and who at the same time work closely together as a team and with faculty committees. A high degree of communication and cooperation exists among the various offices. Though administrative duties are not always clearly defined, this teamwork has provided the necessary resiliency for a growing and changing institution.

The president prefers informality in administrative relationships. As a consequence there are few rigid policies. When a person is employed, he is not given a specific job description, but is permitted to find his own

CHART I — ADMINISTRATIVE RELATIONSHIPS AND CONNECTIONS WITH FACULTY COMMITTEES


THE DEFIANCE COLLEGE
DEFIANCE, OHIO
MANAGER OF STUDENT UNION
DIRECTOR OF DEV. AND BUSINESS OPERATIONS
DEVELOPMENT CONSULTANT
DIRECTOR OF BUSINESS OFFICE
BUSINESS
ACADEMIC
PRESIDENT
CHAPLAIN
LIBRARIAN
DEAN OF STUDENTS
DIRECTOR OF ADMISSIONS AND REGISTRAR
DEAN
DIRECTOR OF HEALTH CENTER
DIVISION CHAIRMEN
STUDENT AFFAIRS COMMITTEE
ADMISSIONS COMMITTEE
HEALTH COMMITTEE
FACULTY
RELIGIOUS LIFE COMMITTEE
LIBRARY COMMITTEE

niche in the College. He is encouraged to develop his particular talents and to exercise initiative within his area of responsibility. Though many would prefer a more definite status, this approach has worked well in a growing institution with an administrative staff which has demonstrated real teamwork.

Personnel for academic administration

The chief academic officer is the dean. The dean is in his fourth year at the College. He has been trained for academic administration and has held administrative posts at two other colleges. His duties include: supervision of academic personnel, assisting the president in the selection of new faculty, giving leadership to curriculum development, directing the summer session, supervising publication of the catalog, and counseling with students. He presides at faculty meetings, chairs the academic committee, and is ex-officio member of all committees. He usually teaches one class.

The offices of the registrar and the director of admissions were combined in a single office two years ago. The incumbent is a graduate of the College and an ordained minister in the Congregational Christian Church. In his six-year tenure as director of admissions, he has been especially successful in increasing the enrollment of students from the Church. Previous to assuming the duties of registrar, he was also director of church relations, an office now vacant.

The duties of this office are the usual ones of record-keeping, registration, student aid, and recruiting. This year a full-time admissions counselor was employed so that it is no longer necessary for the director of admissions to do much work in the field. He does spend a portion of his time in public relations, preparing brochures, and arranging for speakers and dramatic and choral groups to represent the College. He works very closely with the president, the dean, and the dean of students.

Personnel for student personnel administration

The dean of students is responsible for all phases of student activity. He is the resident director of the men's dormitory and teaches at least one class. His responsibilities include: testing, the academic advisement program, maintaining all non-academic records, supervision of residence halls, and administration of the extra-curricular program of the College. The incumbent has had both training and experience in college personnel work.

Personnel for business administration

The director of development and business operations is the chief officer in this area. He is currently responsible for the Living Endowment Program, the operation and maintenance of the physical plant, construction of new buildings, publication of promotional literature, and many incidental functions normally assigned to a business manager and purchasing agent. He does not, however, have authority or responsibility regarding budget control or purchasing in areas other than those under his direct supervision.

The president assumes some of the functions of business administration, especially in budgetary matters. The director of the business office is the accounting officer and is directly responsible to the president, though working closely with other officers, especially the director of development and business operations and the manager of the student union.

Personnel for financial administration

Handling of the College investments and supervision of the endowment trust are functions of the board but are delegated to the finance committee and a trustee. The trustee, the Ohio Citizens Trust Company, handles all transactions under the direction of the finance committee.

Personnel for special activities

The College employs a development consultant who visits the campus regularly.

The director of Trowbridge Hall is a registered nurse with wide experience in public health. She is responsible for the student health service. It is planned that she will serve as full-time director of the health service in the fall of 1960.

The director of Enders Student Union is a man college trained in institutional management. He is responsible for the operation of the dining hall, coffee shop, and bookstore.

The alumni secretary is employed by the alumni and partially paid by them, with the College providing office space and the remainder of his salary.

ANALYSIS OF THE ADMINISTRATIVE ORGANIZATION

The faculty committee making the study felt the greatest strength to be the good will and freedom of communication which exist among administrators and throughout the institution on a person-to-person basis. There is, however, no staff meeting or formal occasion when the administrators meet to consider common problems, and administrative decisions too often must be passed from person to person. These problems have been minimized by the smallness of the staff and faculty and the excellent rapport which currently exists. If the College continues to grow, such problems will almost certainly increase.

The committee also found that, though each administrator reported that he had considerable freedom of decision, it was a common feeling that the limits of authority have not always been clearly delineated. The committee paid tribute to the quality of the work being done by the various administrators and especially noted the excellent rapport which exists between students and the registrar and the dean of students.

Academic and student personnel administration

The staff for academic administration is adequate and should continue to be adequate for at least the next three years.

The staff for the student personnel administration had been adequate until this current year, but it can no longer be considered to be so. The responsibilities of the dean of students have increased a great deal since this office was established in 1956 and will continue to increase. The number of housing units increased from two in 1958-59 to five in 1959-60 and may be eight in 1960-61. These require added supervision. The increase in enrollment has resulted in added counselling, testing, and student activities. This committee as well as the self-study committee on student life reported that the dean of students is doing exceedingly good work but is overloaded. As a consequence, inadequate attention is being given to certain areas, particularly supervision of student organizations and the College calendar.

Business administration and special activities

The personnel for business administration is clearly inadequate. Though the director of development and business operations is doing an excellent job, his responsibilities are extensive and authority is not well defined. There are some evidences of poor organization in the business area, primarily due to the fact that no one person has sufficient breadth of responsibility.

The purchasing system has been working fairly well, though it has certain obvious weaknesses. Since no one person is in charge of purchasing, much responsibility rests in the hands of individual staff members. In very few instances have unwise expenditures been made, for, almost without exception, staff members have had a keen sense of responsibility and have been careful to avoid wasteful or improper use of College funds.

The lack of centralized purchasing is a weakness, for an able business manager or purchasing agent would be expected to know sources and prices better than other staff members. This is not a serious matter, however, since purchases for the physical plant constitute a major share of such expenditures and these are coordinated by the director of development and business operations.

Because of the increasing complexity of College operations and the larger number of students, record-keeping equipment is needed in the business office. Before such equipment is installed, perhaps the entire system of accounting should be examined by a consultant experienced in college accounting procedures. Areas to which particular attention might be given are: designated gifts for purposes other than current educational use, current restricted income which is not all expended during the year received, current funds used for plant additions and major alterations, and separate accounts for departments of instruction. Consideration should also be given to securing an auditor who has had more experience with college accounts than the one currently employed.

An excellent publicity and development program has been initiated, but more staff time is needed to give the program proper direction. Relations between the College and the churches have become increasingly cordial in recent years under able leadership, but no one is currently assigned this particular task.

Recommendations

1. Administrative staff meetings should be held regularly. With the Defiance type of administrative organization such meetings are absolutely essential for the smooth operation of the institution.

2. Future plans should make provision for three offices in the business and developmental aspects of the College program. The exact assignment of duties, however, should depend on the person, consistent with the flexible pattern by which Defiance operates. Tentative definitions of duties for the three offices follow:

    a. Director of public relations. This office would displace the present fund-raising consultant and would probably combine the functions of public relations, church relations, and fund-raising.

    b. Business manager. The duties normally related to the business manager, purchasing agent, supervisor of the physical plant, and director of special services should be combined in this office. The business office should be under the direction of the business manager. He should be responsible for the employment and supervision of all non-professional personnel.

    c. Alumni secretary. Upon the retirement of the present alumni secretary (expected within a year or two), this office should be brought under the control of the College. Since it may not be a full-time position and since it is important for the alumni secretary to become acquainted with students, some phase of campus operations involving work with students should be related to this office.

3. The teaching load of the dean of students should not exceed one course and he should be given assistance in such areas as student activities, college calendar and general counselling (See Chapter 5).

4. An attempt should be made to find ways to increase communication between the administration and the faculty regarding administrative decisions and plans.

5. When new administrative personnel are employed, care should be taken to make sure that the new person understands his duties and that other administrators and the faculty are aware of the areas of responsibility of the new person.

FACULTY ORGANIZATION

The work of the faculty of the College is conducted by three different means: faculty meetings, divisions, and committees.

Faculty meetings

Regular meetings of the faculty are held monthly, with special meetings as needed. The dean, who usually presides, distributes agenda with the call for each meeting. The faculty acts on matters referred by committees and by divisions and on other matters as requested by the dean, the president, or any member of the faculty.

The faculty does not have a constitution. Adoption or rejection of all measures is by majority vote. Minutes are taken by a faculty-elected secretary. Items of primary concern at faculty meetings are adoption or discontinuance of courses of study, revision of the college catalog, establishment of academic standards, and faculty welfare. Table 13 presents the percentages which have been devoted to various items of business for the last four years.

The faculty of the College is of such size that effective participation of all members is still possible at meetings. What might be termed the "voice" of the faculty exerts a strong influence in the administration of the College. Meetings provide an opportunity for the faculty to become aware of all-college business, to express opinions, to take significant action especially in curricular matters, and to exchange viewpoints with each other and with administrators, all of whom attend meetings. College faculty meetings point up the effective integration rather than separation of administration and staff that exists at Defiance.

Table 13 - How the Faculty Distributed its Attention at Meetings Each Year Since 1955 (Percent)

Item of Business	1955-56	1956-57	1957-58	1958-59
Routine Administration	30	45	31	29
Student Discipline	7	10	9	10
Educational Policies	43	28	42	34
Faculty Welfare	15	14	15	18
Miscellaneous	5	3	3	9

(Source: minutes of each year's faculty meetings)

Divisional organization

Very soon after Kevin McCann assumed the presidency of the College, he was instrumental in securing the adoption of a divisional organization of the faculty. This replaced the departmental organization which was then in existence. The various disciplines were grouped into divisions with each having a chairman. Most curricular, instructional, and other planning is done through the divisions which function in about the same way as the departments in a large college. The chairmen of the divisions provide liaison with the dean for academic and instructional matters and with the business office for purchases of instructional materials.

At the beginning of the current year, three divisions existed as follows:

Division I	- Cultural	English, Art, History, Languages, Music, Philosophy, Political Science, Psychology, Religion, Sociology, Speech and Drama, and Geography
Division II	- Scientific	Biology, Chemistry, Mathematics, and Physics
Division III	- Vocational	Business Administration, Economics, Business Education, and Physical Education

Since the divisional program had been in operation for a number of years and since the faculty had grown considerably during those years, it seemed time for a thorough evaluation of the divisional organization. One study committee, therefore, devoted much of its time to this matter.

The study committee found near unanimity of feeling among both faculty and administrative staff that the present divisional organization is inadequate. Reasons given were:

1. Division I is unwieldy, including too many academic areas.

2. The divisions either have not assumed or do not have sufficient authority.

3. Inadequate provision is made in the present system for individual academic areas in which there are several faculty members.

It was pointed out that these objections are primarily a result of the growth of the faculty and the expanding curriculum and are not necessary weaknesses in the divisional type of organization.

One alternative discussed was to abolish divisions and reestablish departments. A few of the faculty favored this, but the majority preferred a strengthened divisional system in which provision is made for more divisions with departments within divisions where appropriate.

Recommendations

1. The functions of divisions should be clarified as follows:

   a. To provide a formal occasion when curricular and instructional problems can be discussed with relatively cohesive groups in greater detail than is possible with the entire faculty.

   b. To propose curricular changes.

   c. To compose the course offerings to be submitted by the division chairmen to the dean for scheduling.

   c. To cooperate with the administration in determining the need for new faculty, to meet with and interview prospects, and to participate in final selection.

2. The division chairman as an administrative officer of the College responsible to the dean should have authority in all divisional matters subject to the review of the dean and the academic committee. He should be appointed by the president in consultation with the dean. His duties and responsibilities should be as follows:

   a. To keep familiar with the personnel and the total work of the division.

   b. To see that provision is made for needs within the division.

   c. To exercise constructive leadership in the curricular and instructional affairs of the division.

   d. To be concerned with and assume responsibility for the improvement of instruction within the division.

   e. To be responsible for the preparation of course offerings in cooperation with people in the division, to recommend teaching loads, and to participate in the final decisions concerning teaching loads and other academic matters affecting the division.

   f. To recommend staff changes, to interview prospective faculty members in the division, and to participate in the final selection.

   g. To prepare a divisional budget and to approve all expenditures.

   h. To call and preside at regular division meetings.

3. The subject-matter disciplines should be grouped in five divisions with departments organized within the divisions when the number of faculty warrants it. Eventually, the College should have five or six divisions with each subject-matter discipline being organized as a department within the division.

In attempting to group the disciplines by divisions, it became apparent that there is no generally accepted grouping. Some disciplines rather naturally group themselves while others do not. Since this is the case, one consideration should be faculty personnel. It was felt that the administrators responsible should make the final decision regarding divisional arrangements in the light of all possible factors and that the arrangement should be subject to change from year to year.

Two possible divisional arrangements were presented by the faculty committee. The one favored by the self-study steering committee follows:

Division I - Languages and Literature

- English
- Speech and Drama
- Foreign Languages

Division II - Humanities

- Philosophy
- Religion
- Art
- Music

Division III - Social Sciences

- History
- Economics and Business
- Political Science
- Geography
- Sociology

Division IV - Natural Sciences

- Biology
- Physics
- Chemistry
- Mathematics

Division V - Psychology and Education

- Psychology
- Education
- Health and Physical Education

Faculty committees

In addition to faculty meetings and divisional organization, faculty members at Defiance carry responsibility through committee assignments. These committees provide an avenue for real participation in the affairs of the College. Beyond performing routine duties, committees plan, advise, determine policy, and make decisions regarding the on-going procedures of the College.

Appointed by the president in consultation with the dean, committees are announced at the faculty seminar in the fall. All members of the faculty and most of the administrative staff have been regularly assigned to committees with the majority receiving two committee assignments.

As in faculty meetings and divisions, the work of administrators and faculty is combined effectively in these committees.

In 1959-60, 12 committees were appointed as follows:

Academic: considers development and modification of curriculum and academic matters; serves as appeals committee for waiving academic rules. Membership ordinarily includes registrar, division chairmen, one representative from each division. Chaired by the dean.

Admissions and scholarships: allocates scholarships, special grants; acts on doubtful admissions; recommends admissions and scholarship policy changes to the faculty. Chaired by director of admissions.

Athletic: considers policy matters in the athletic program; supervises admissions to intercollegiate athletic contests. Two students are usually members of this committee. Mid-Ohio League requires that a faculty committee certify eligibility of all athletes.

Assembly and convocation: plans and supervises college assemblies and ceremonies. Students included on committee.

Audio-visual aids: develops policies for use of the College's audio-visual equipment and promotes more effective utilization.

Health: establishes policies for health service; recommends program of health and insurance benefits.

Library: deals with general library policies and improvement of the library.

Orientation: plans program for new students; advises orientation class.

Religious life: stimulates interest in religion; supervises religious organizations; plans special religious events such as Religious Emphasis Week. Chaired by chaplain.

Retirement: handles special problems in connection with TIAA retirement plan; required by TIAA.

Student affairs: deals with items relating to student organizations and college social calendar. Students included; chaired by dean of students.

Student publications: concerned with policies and supervision of student publications.

The self-study committee appointed to investigate the divisional committee organization of the faculty found that during the past two years the academic committee, the admissions and scholarship committee, the assembly and convocation committee, and the religious life committee have met at regular intervals varying from about once a week to once a month. Chairmen and members alike found these committees generally worthwhile.

Other committees have met irregularly or not at all. Several explanations were found for the failure of some committees to meet. In some instances the work of a committee can be accomplished in a few meetings. In other cases the committee chairmen failed to call meetings in the interest of efficiency; they felt personally able and preferred to handle matters themselves. A few committees were unnecessarily large and difficult to assemble; others were burdened by uninterested and unqualified members. It would seem that a committee would meet if there is work to do and if it is expected to report its findings. Such has evidently not been the case for several committees.

To mention specific examples, the study committee found that the student affairs committee has not met for two years. Its chairman felt that the committee had no purpose since it is his responsibility to direct student affairs. The chairman of the student publications committee for the past two years has been adviser for the college yearbook; he has felt that a committee was not needed to take care of publication policies. The audio-visual committee has been deemed unnecessary because of the appointment of a director of audio-visual aids. The athletic committee handles many departmental affairs. The work of the orientation committee has been cared for effectively by the director of admissions and the instructor of the orientation course. The health committee does not directly involve the faculty.

Some questions were raised regarding the functions of the academic committee. This committee has a wide range of activities--from making decisions about individual students to recommending sweeping curricular changes. Some members of the committee felt that its work is necessary and useful; others contended that too much time has been spent on decisions in individual cases which could have been taken care of by the dean under committee policies. A criticism voiced by non-members is that the academic committee has sometimes by-passed divisions in recommending new courses.

Recommendations

1. A reduction is needed in the number of committees with some adjustment and clarification of functions. A recommended pattern follows:

   a. Academic (dean and registrar ex-officio)
      Curriculum planning
      Improvement of instruction
      Probation and dismissal
      Degrees and graduation requirements

   b. Admissions and scholarship (registrar ex-officio)
      Admission
      Registration
      Scholarships and all financial aids (see recommendation regarding placement, Chapter V)
      Honors
      Orientation

c. Student affairs (dean of students ex-officio)
   Student organizations and activities (see recommendations under student life, Chapter V)
   Student government
   Student publications
   Intercollegiate athletics
   Health
   Off-campus college-sponsored activities

d. Faculty affairs
   Salaries and fringe benefits
   Professional improvement
   Academic occasions
   Faculty personnel problems
   Retirement

e. Religious life (Chaplain ex-officio)
   Chapel
   College church
   YM-YWCA
   Religious Emphasis Week

f. Library (librarian ex-officio)

g. Assemblies and convocations
   Weekly assembly programs
   Convocations

This reduction in the number of committees does not represent a reduction in the areas of concern, except in the case of audio-visual aids. It represents, rather, a more appropriate grouping of related activities and gives to each committee sufficient responsibility to warrant its permanent status and its effective operation.

2. Some clarification is needed regarding the primary purposes of committees, whether they are to be primarily concerned with determining policy and advising, or with making immediate and practical decisions. The functions of committees a, b, c, and f should be largely policy-making; decision-making can be secondary, left to the appropriate administrator. Committees d and e should be advisory; committee g should be a planning and decision-making group.

3. Committees should in most cases be chaired by members of the faculty; administrators should be ex-officio members. It has been the experience at Defiance that administrators, whether they are chairmen, ex-officio, or regular members, work cooperatively with faculty members.

4. The president and dean should be ex-officio members of all committees. They should attend as many meetings as possible to capitalize on the valuable intercommunication that such meetings provide.

5. There should be student members on committees *c*, *e*, and *g*, and on *ad hoc* committees wherever student life is involved. Student members might be selected by the president, by the committee chairman, or be appointed by the student government. The active participation of students with staff seems appropriate to the size and character of the College; such involvement should be encouraged.

6. Large committees make it difficult to arrange meetings and to function well at such meetings. A committee should number not more than six (including student and ex-officio members other than the dean and the president)

7. Faculty members should not be appointed to committees in whose functions they have no interest, nor should those who prefer not to serve at all be required to do so.

    a. Committee chairmen should be appointed by the president and/or dean and then should be consulted about the composition of their committees.

    b. With few exceptions, a person should serve on only one committee.

8. Committees have not been keeping adequate records. Nor have they been reporting back to the faculty as a whole. Minutes should be kept of all committee meetings and copies should be filed with the dean. All committees should be responsible to the faculty and therefore should report to the faculty at regular intervals.

9. Sub-committees and *ad hoc* committees should be appointed as needed rather than adding more standing committees. Such committees should also include students and administrators wherever appropriate.

10. Consideration should be given to the preparation of a constitution for the faculty.

11. The role of the divisions and the academic committee in relation to curriculum change needs clarification.

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CHAPTER IV

CURRICULUM

The Defiance College has long considered itself to be a "liberal arts" college. What does it mean to be a liberal arts college? How well does Defiance measure up? Is it appropriate for Defiance with its present curriculum, faculty, and student body to call itself a liberal arts college? Are there implicit in its objectives the answers to such questions as "Should a major be offered in psychology?" "Should art appreciation be required?" or "Should Latin be in the curriculum?" Such critical questions were much discussed in the course of self study; clear answers were not found to all of them.

There has been a tendency in many institutions to encourage specialization in professional fields at the expense of the liberal arts and to completely exclude religion. Although Defiance is more a teacher-training institution and a business school than a liberal arts college, it has been a part of the philosophy of the institution that students in professional curriculums need a liberal education just as much as do students in the arts. The concensus of the faculty is that our curriculum should be built around a core of traditional disciplines, including religion, and that our purpose should not be, primarily, that of training technicians. All students, even those in fields outside the liberal arts, should have considerable acquaintance with the content and purpose of the arts. And each student should have a major field, one which he will know and understand in depth.

In the course of the faculty self-study, two different committees worked in the area of curriculum, one devoting time exclusively to the general education program and the other to the upper division curriculum with particular attention to major fields.

First and last, both committees recognized their interdependence. The advanced curriculum committee stated in the introduction to its report:

> ...although this report does not, necessarily, deal with the general education program...it assumes that the general education program will introduce the student to those traditional disciplines and that it will build a broad foundation for the specialization of the last two years. If the college is to have a central purpose, the advanced curricula and the general education program must be closely related.
>
> There must be...a worked out "articulation" between the general education program and the various majors that a student may take.

And the opening statement of the general education committee report was:

> The central problem concerning general education at The Defiance College seems to be how best to provide the lower division student with a usable, important, and integrated fund of essential knowledge that will serve as a foundation for his future college work, his occupational endeavors, and his cultural development. Any attempt to solve this problem leads inevitably to questions of what knowledge is essential and how and when the student should come in contact with this knowledge.

Both committees, independently, drew the same conclusions from their investigations and made the same key recommendation:

> ...that there be a continuing study of the relationships between general education and the various disciplines, perhaps through the steering committee...
>
> ...that further investigation of the entire program of general education, its relationship to the overall curriculum, its method of operation, its ultimate goals, etc., take place without delay. It is further recommended that this investigation be conducted in such a way that the entire faculty is informed of and participates in its findings. When decisions are reached, provisions should be made for an agency of central coordination and information.

This self-study report can underscore the opening statement of the curriculum chapter in the 1957 report, that the faculty "has spent many hours in the past several years wrestling with the college curriculum." The "ferment" among the faculty referred to in Chapter I was in evidence here as much as in any other area under investigation. For Defiance, continual attention to curriculum and cautious change are the pattern; conclusions have been tentative and among them have been suggestions for further study.

THE CURRENT SITUATION

Degree programs

Defiance offers five different curriculums: arts, sciences, business administration, secondary education, and elementary education. More than 80 percent of the graduates in recent years have been in the latter three. Three degrees have been awarded upon completion of these curriculums: A.B., B.S., and B.S. in Education.

The requirements for the A.B. and the B.S. degrees have been nearly the same with two major exceptions. (1) Students who major in business administration receive the A.B. degree but have not been required to take a foreign language. They have had certain added requirements in mathematics, English, and economics. (2) Candidates for the B.S. degree have been required to take 60 hours in the sciences and mathematics. The requirements for the B.S. in Education degree have been similar except that (1) no foreign language has been required; (2) professional education and psychology courses have been required, 18 hours for secondary and 28 hours for elementary; (3) students in elementary education have not been required to take a subject major or minor, but 22 additional hours of courses have been specified; (4) certain comprehensive majors recognized by the State of Ohio have been permitted in secondary education. These several requirements are examined later.

A comparison of the number and percent of graduates in the five curriculums is shown in table 14 for the periods 1952-56 and 1957-60. Also the number and percent of 1959-60 freshmen who have declared their majors are shown .

Table 14 - Comparison by Degree Programs
of the Graduates 1952-56, 1957-60 and 1959-60 Freshmen

Degree	1952-56 Graduates Number	1952-56 Graduates Percent	1957-60 Graduates Number	1957-60 Graduates Percent	1959-60 Freshmen Number	1959-60 Freshmen Percent
B.S.	11	4.4	12	4.5	6	3.8
A.B.	33	13.2	33	12.3	26	16.6
A.B. (Bus. Ad.)	34	13.6	57	21.3	25	15.9
B.S. in Education Elementary	87	34.8	78	29.1	38	24.2
B.S. in Education Secondary	85	34.0	88	32.8	62	39.5
Total	250	100.0	268	100.0	157	100.0

In addition to the general requirements, each student must meet certain major and minor requirements. Except for students in elementary education and certain comprehensive majors in secondary education, everyone has been required to have one major and one minor, at least thirty semester hours in upper division courses, and to maintain a "C" average. All candidates for graduation are required to demonstrate English proficiency. Grades in English courses, scores on the writing portion of the STEP tests administered at the end of the sophomore year, and Junior Proficiency Essay Test (also in the STEP series) are factors in the determination of proficiency.

Table 15 shows the number of majors and minors of the graduates of The Defiance College for the periods 1952-56 and 1957-60, and the number of majors declared by 157 1959-60 freshmen. There were 250 graduates in the 1952-56 period and 268 in 1957-60, thus making the data comparable though the number of years differs. Some had more than one major, thus accounting for the larger number of majors than graduates. The decrease in the number of minors is due to the fact that two minors were required for graduation previous to 1957. Majors were once offered in psychology, sociology, home economics, and German, but have been discontinued. The most significant changes have been the decrease in majors in chemistry and music and the increase in English majors.

Table 15 - Comparison of the Number of Majors and Minors of the Graduates of The Defiance College for the Periods 1952-56, 1957-60, and Majors of 1959-60 Freshmen

Field	1952-56 Graduates Majors-Minors		1957-60 Graduates Majors-Minors		Majors Declared by 1959-60 Freshmen
Biology	10	10	8	2	5
Business Administration	36	1	57	0	25
Business Education	11	5	15	0	8
Chemistry	21	4	7	5	2
Economics	13	28	14	26	3
Elementary Education	87	-	78	-	38
English	11	35	27	22	16
French	1	4	0	0	0
German	2	6	0	-	-
History	33	35	27	21	27
Home Economics	7	3	-	-	-
Mathematics	14	5	17	7	10
Music	11	2	7	0	2
Physical Education	-	46	-	33	-
Physics	5	7	2	6	1
Psychology	4	8	-	4	2
Religion	3	4	1	3	2
Science	1	0	10	3	2
Social Studies	18	-	28	-	13
Sociology	14	23	4	6	1
Speech	1	8	4	11	0
Total	303	234	306	149	157

The academic committee under the chairmanship of the dean has the central curriculum planning responsibility. Neither this committee, nor the dean, is empowered to make changes without faculty approval. New courses and changes in graduation requirements must have faculty approval. Course changes and additions normally originate in divisions. They are then sent to the academic committee and thence to the faculty. Occasionally the academic committee suggests a change and refers it to the division for approval before faculty action. A more detailed examination of the academic committee and its position in the organizational setup of the College appears in Chapter III.

The general education "core"

The general education program now in use at The Defiance College was established in its present form in 1953. At that time a "core" of course areas was prescribed for all degree programs. The changes since that time have been in three directions: toward standardization of requirements for all degrees; toward creation of more comprehensive courses; and toward more course requirements and less choice within the required areas. By 1959-60, the "core" included six curricular areas, physical education, and orientation.

English. All students are required to have a minimum of 14 semester hours in English. Eight of these hours constitute the credit for Oral and Written English, the freshman English course required for graduation. This course deals with the multiple and interrelated aspects of communication: thinking, reading, speaking, listening, and writing. It focuses on the symbolic and communication processes and aims toward responsibility and skill in the use of language.

Oral and Written English was introduced at Defiance in the fall of 1955 after a year of preparation under the direction of a staff member who was employed with the understanding that he would develop a new, integrated approach to freshman English. Faculty seminars were held and the advice of a consultant was sought. The course superseded the 1954-55 "core" requirement of six hours in composition and in some cases three hours of speech.

The remaining six hours in English are usually filled by the course in Introduction to Literature, though it is not specifically required. At present it is a survey which introduces the student to the various types and to selected great works of western literature. It attempts to show relationships between literature and the other arts. Until 1956, this course was divided into a one-semester survey of British literature and a one-semester survey of American literature. In 1956 it was changed into a "types" course and was strongly recommended for all students except those majoring in English; majors were directed to the full English and American literature surveys. In 1958 the course underwent another internal change and became a western literature survey. Taught by several members of the English staff who confer frequently but who remain independent, the course is now recommended for all, including English majors. The advisement procedure operates to make it virtually a required course except for elementary education students who take one semester of Children's Literature in lieu of one semester of the Introduction.

Science and mathematics. Although all students must take work in science and mathematics, the requirements differ according to degree program. B.S. in Education candidates take a minimum of 9 hours in this area while A.B. candidates must take 11 hours. The two degrees are similar in that they each require six hours in a laboratory science; the one elected is usually General Science, an introduction to physical and biological science. Candidates for the B.S. degree fulfill their requirements through their major fields according to the 60 semester-hour requirement. Business administration and elementary education students have certain professional mathematics courses specified which count toward this requirement. All other students may meet this area requirement by science alone.

Social sciences. The area of social sciences (history, economics, sociology, geography, political science) involves 9 hours of requirements for the B.S. in Education and the A.B. candidates, 12 for the B.S. candidates. The maximum number of hours allowed in any one field is six. In the A.B. program this six-hour requirement must be met with history, and this is usually taken in European history. In 1957 the course Introduction to the Social Sciences was reactivated. Most students take this one-semester course in addition to history; it is strongly recommended to freshmen.

Philosophy, religion, psychology. Prior to 1956, Basic Bible was a one-semester, three-credit course. Since that time a two-semester course (two credits each semester) in Old and New Testament has been required of all students and is usually taken in the sophomore year. In addition, all students have been required to take two more courses in this area, one of which must be religion or philosophy. Most students take general psychology; for B.S. in Education students and business administration majors, general psychology is a requirement under their professional course requirements, so only two religion-philosophy hours in addition to Bible must be taken. The Bible requirement has always been subject to waiver on religious grounds; however, other courses in religion or philosophy must be substituted.

Fine arts. One semester each (two hours credit each) in music appreciation and art appreciation has been required of all students since 1954.

Foreign language. Arts and science students have been required to take one or two years of language depending on the amount taken in high school. Students who have had less than two years of foreign language in high school are required to take 12 hours in one foreign language. Those who have had two or more years of foreign language in high school must take six hours. This may be the first year of a language other than that taken in high school or the second year of their high school language.

Physical education. A physical education activity course meets twice a week and is required for the first two years. One hour of credit each semester is given.

Orientation. An orientation course which meets once each week for the year has been required of new students for four years. Topics included have been: study skills, orientation to the college, choice of vocation, planning of college program, and preparation for marriage. Tests of interests, personality, and beliefs are given in connection with the course.

No strong pressure has been placed on students to complete the general requirements in the first two years, though the majority do. Delay of some of the requirements permits those who are uncertain about their major fields to take a variety of courses and also permits some in more specialized fields such as music to take necessary basic courses which are prerequisite to advanced ones. Every attempt is made during the first two years to give the student counsel and to help him choose wisely in planning his program of studies. Before the end of his second year the student declares his major and is assigned an adviser in his major field.

The advanced curriculum

Arts and sciences

Majors and minors permitted in the 1959-60 catalog for the A.B. and B.S. degrees are shown in table 16 with the number of hours required for each.

Until recently a number of major fields at Defiance seemed to be designed primarily for high school teachers. In the past three years every field has been given careful scrutiny, making sure that there was adequate depth and balance for a major as well as checking to see that every course listed was a valid one which could be offered regularly. As a consequence, some courses have been dropped while others have been added. Special study was given to the offerings in economics, mathematics, political science, and language.

Table 16 - Majors and Minors for A.B. and B.S. Degrees According to the 1959-60 Catalog

Fields	Semester Hours Required for Majors	Minors
Art	--	24
Biology	24	18
Business Administration	24	18
Chemistry	28	20
Economics	24	18
English	32	20
French	24	20
History	24	18
Mathematics	24	18
Philosophy	--	18
Physics	24	18
Psychology	--	18
Religion	24	18
Religious Education	45	18
Sociology	--	18
Spanish	24	20
Speech and Dramatics	24	18

A comparison was made of courses listed in the 1959-60 catalog and the actual offerings for the past four years. It was found than only six lower division courses which are listed in the catalog have not been offered in the last two years. Because of the small number of students majoring in some fields, many advanced courses are offered only in alternate years, but nearly all are offered regularly. In only four fields were any catalog courses listed which had not been offered during the past four years; physics, religion, mathematics, and economics. For the latter two, this is a consequence of recent study of the offerings and the addition of courses so recently that there has not been time to offer all of them. In the former two fields, there have been few majors and little demand for advanced courses.

In six of the fields in which majors are given, the course offerings for the last four years have been less than 35 hours. This seems minimal; however, Defiance has relatively few students majoring in many fields and it has seemed better to offer regularly a well-balanced program than to have many small classes offered on demand.

Courses in independent study for one or two credits have been arranged occasionally, usually in the major field, and several one-credit senior seminars have been introduced during the last two years.

Elementary education

The curriculum in elementary education includes all of the certification requirements for the State of Ohio and a number of courses in addition. Though elementary education students have not been required to take an academic major, they are required to take 21 hours in social sciences and 17 hours in English and speech. Most of them take sufficient additional work in these areas to approximate a major-minor combination.

A significant trend noted in table 14 is the decrease in elementary education. It should be pointed out, also, that the percentage of graduates in elementary education has been much higher than the actual percentage of elementary education students in the regular student body for two reasons. (1) The College has had a two-year training program for elementary teachers. (2) Many area teachers without degrees have been attending summer and evening classes in order to complete their work. It is estimated that of the 1959-60 full-time students, about 16 percent were in elementary education.

Secondary education

Students planning to teach in high school are required to take either one comprehensive major or one regular major and one minor. Comprehensive majors are offered in business education, science, social science, music, and modern languages. Regular majors are offered in biology, physical science, history and government, English, speech, mathematics, French and Spanish. A minor is offered in physical education in addition to the above areas.

Each student is required to take 15 hours of education and 3 of educational psychology, in addition to the prerequisite, general psychology. This is deliberately kept near the state minimum requirement for certification because it is felt to be better to encourage the student to strengthen his teaching fields rather than to take more work in education.

There has been sufficient demand for teachers in all areas so that little difficulty has been experienced in placing graduates in fields of their choice. With the exception of foreign language, students have been qualifying to teach in all areas offered.

Business Administration

Students preparing for positions in the business world usually major in business administration. A large percentage of them choose economics as their minor or second major. The business curriculum is not designed to encourage specialization in any one area but rather to provide the breadth which is needed for many positions in the modern business world. All students in business administration are required to take business English in addition to the general education English requirements. Business mathematics, statistics, and principles of economics are also required.

Pre-professional, terminal, and adult education programs

Students in a number of pre-professional programs do enroll at The Defiance College. With the exception of engineering drawing, no special courses are offered for students in such programs as pre-law, pre-engineering, pre-dental, and pre-pharmacy. Such students are given assistance in planning their programs so that they may transfer with little difficulty. Conferences have been held with the engineering schools at the University of Toledo and Ohio Northern University to aid in planning the programs of pre-engineering students, and negotiations are now under way with The Ohio State University to develop a definite program for pre-engineering students at Defiance who plan to transfer there.

A two-year terminal course is offered in secretarial science-basic business with a certificate awarded to those who satisfactorily complete the course. Enrollment in this program is very small, one or two a year.

A number of evening classes are scheduled in which adults in the community may enroll without credit. Art, business, and speech courses have been especially popular and many take private music lessons at the College. Others play in the symphony orchestra or participate in theater. A number of working people and teachers also enroll for evening work for credit. The fall 1959 enrollment af the College included 115 part-time and 19 special students.

Since Defiance is 45 miles away from the nearest college, it is felt that the College does have a responsibility to provide educational and cultural opportunities for those who are unable to attend full-time. The large part-time and special enrollments indicate that the College is serving a real need.

EVALUATION AND RECOMMENDATIONS

In its recognition of the need for "articulation" between general education and the various majors, the committee on advanced curriculum stated:

> This "articulation"...will require the College's reconsidering some of the advanced courses and discipline areas that it now offers or that it plans to offer.

Similarly, the general education committee recognized that its report could only sketch general outlines, that:

> ...specific answers must come from a more intensive and informed examination of our students, our physical facilities, our faculty resources, and our educational policies and goals.

Recommendations for continued study and careful reconsideration of the total picture are not the signs of committee ineffectiveness or "buck passing." That they follow the committees' detailed examinations and analyses points up three particular strengths of The Defiance College.

First of all, the faculty takes for granted the College's commitment to the idea and practice of general education and to the liberal arts tradition. Defiance has taken a firm stand on the validity of a general education "core" to provide a liberal arts background for all its students. It has always leaned in this direction. In 1953 a framework for general education was established within which changes could occur. By practice, by renewed conviction, as well as by catalog statement, we are committed to "general education in a Christian environment."

Second, the tradition of cautious change within our philosophical commitment is confirmed. Changes in the curricular offerings at Defiance, both lower division and advanced, have come slowly because of experimentation, cooperative planning, and frequent discussion. The improvements made since 1953 illustrate this. Variations in the general requirements for different degree programs have gradually been decreased. Although unnecessary and trivial differences still exist, further recommendations to eliminate them follow in this report. Within the standardized program of general education, two plans have existed; in some areas there are specific course requirements, in other areas students may elect courses to fulfull requirements. The specific required courses, Oral and Written English and Orientation, have been subjected to careful scrutiny. In areas where students make choices, these choices have been limited because of the gradual process of curricular revision within departments and the strengthening of the advisement program.

Change based on cooperative effort of many people and on lengthy discussions at meetings and elsewhere is necessarily slow. It is impossible to claim that change which has been slow has always been democratic. Sometimes it has been too quick, the decision of an individual teacher. It has not always been justifiable for the health of the entire curriculum. Despite this, Defiance can still claim as a third strength an extremely favorable faculty climate. This climate includes agreement about the worth of a general education/liberal arts program and willingness to devote time and energy to deliberation and the effecting of changes. The effectiveness of the faculty working through faculty meetings, divisional organization, and committees has been discussed in Chapter III. The Defiance faculty is jealous of its prerogatives in curricular change. Clearly it is not a "rubber stamp" body. Proposals in faculty meetings are not always approved; "no" votes are common. There is a healthy sense of responsibility evident in faculty meetings and a genuine concern for careful and thoughtful planning. Perhaps the size of the college is again responsible for this favorable faculty climate; if so, then considerations about change in size should include the benefits derived from intra-faculty and faculty-administrative communication.

General education - lower division

The deficiencies, as well as the merits, of Defiance's curricular program have been under constant study since 1953. The committees which worked on curriculum did not discover them; rather, they compiled a report from detailed faculty questionnaires, personal interviews, catalog studies, and discussion. The committee on general education conducted two stimulating evening meetings. It had asked faculty members most directly concerned with the general education program to crystallize their evaluations and then encouraged them to exchange ideas. Its account of weaknesses is a summary of these collective deliberations.

The question was raised as to whether the knowledge conveyed in our general education program is essential or usable as a foundation for further work. It seems to be agreed that there is not a sufficient integration of knowledge. Integration of knowledge is considered to be a vital issue in the adequate functioning of a general education program. One of the goals of the program is the attainment of a relatively comprehensive view of man's learnings, and the emphasis would quite naturally be placed on modern, western man and his cultural origins. To this end the general education course of study should provide a broad foundation of learning for all future work. Integration among various courses that allows for deeper insights than can be obtained by exposure to one course is highly desirable, both as an end in itself and as a means for more meaningful and specialized study.

At present there is insufficient planning of the total program, its goals, methods, and content. This has resulted in a program that has direction but in which there is too much fragmentation. There is also a general lack of communication about the lower division program among many members of the faculty.

One factor that curtails the effectiveness of the general education courses as foundation courses is the lack of a sharply defined course sequence. Although many students, through the advisement program, catalog suggestions, their personal whims, or a lucky tradition, take the courses in an approximately similar pattern, there is not a well-defined and enforced pattern to allow instructors to assume previous course learnings. Widely divergent student backgrounds in any one class result in a repetition of instructional effort that means time inefficiently spent for some students while it is too brief a coverage of prerequisite material for others. A haphazard arrangement of courses results also in insufficient utilization of specific course learnings in other courses.

Another weakness exists in the elective aspect of the program. In history and science, for example, a student may meet the general requirement by choosing his own courses from within the areas. He may thus take courses which are not introductory or general in nature, even though this was clearly the intent of the college requirement as well as the student's probable intent. The risk is run of developing a specific knowledge within the student while paradoxically limiting the potential effectiveness of this knowledge by restricting the student's awareness of the larger context. Advisement, again, may reduce the risk.

In some departments there is (1) insufficient definition of which courses are best suited for general purposes; (2) a seemingly hazy commitment to the goals of the course serving general purposes; (3) occasional discontent with the content and methods of such courses; and (4) some inconsistency as to whether general education courses should count toward majors or minors. The fact that business administration majors use required courses in business mathematics and statistics to fulfill the mathematics portion of the general requirement is a case in point; the professional and general goals might not be congruent. That students may fulfill the science and mathematics requirement with science alone is another questionable case.

In the course of its deliberations, the general education committee also examined evidence gained from a questionnaire sent to 162 1959-60 seniors and alumni who were asked for an evaluation of required courses. The results of this questionnaire appear in table 17.

Science and social studies are not listed in the ratings because no one course has been required of all students. No alumni data are available for Orientation because 1959-60 seniors were the first to take the course as freshmen. Only alumni of the class of 1959 could respond on Oral and Written English, since the course was first introduced during their freshman year.

In the questionnaire, it was requested that suggestions be made for courses which were given low ratings. The most frequent suggestion was that Orientation be reduced to one semester. Very few favored its elimination, apparently feeling that it should be required but modified. Other comments were that non-science majors should not be placed in the same science classes with majors, and that students who knew little about art and music were handicapped in the appreciation courses.

Student reaction to the courses Old and New Testament, Oral and Written English, and Introduction to Literature was very favorable. Reaction to the appreciation courses was less favorable. Considerable thought has been given to the introduction of an integrated course in humanities. Such a course would probably combine the literature and appreciation courses and become the core of the general requirements in the sophomore year as Oral and Written English has been in the freshman year.

Table 17 - Rating of Required Courses by Seniors and Alumni

Course	Senior Index	Alumni Index
Old and New Testament	1.42	1.42
Oral and Written English	1.45	1.46
Introduction to Literature	1.56	1.43
Physical Education Activities	1.89	2.26
Art and Music Appreciation	2.64	2.65
Orientation	3.14	----

Key to table:
1. Excellent - should be required
2. Good - should be required with some modification
3. Fair - should be required with considerable modification
4. Poor - should not be required in present form

There is dissatisfaction with the science and social studies requirements. A majority of the students currently are taking General Science to meet the laboratory science requirement. This course does not entirely serve the intended purpose. Most students take Ancient and Medieval History to meet the basic social science requirement. There is some feeling that a course in Western Civilization would be more appropriate for the general student. There is also concern because students have not been required to take course work in other social sciences.

Additional data examined by the committee were the evaluation procedures of two of the general education courses, Oral and Written English and Orientation. The freshman English course, now in its fifth year, is constantly undergoing evaluation. The STEP writing test is given at the end of the freshman year. (see table 18) For two years, the Purdue rating scale was used for instructors and for the course itself. A student evaluation of the course is made each year. The teachers of this course work as a staff and make changes in the course from year to year in light of their findings. They also work with teachers of other freshman courses in numerous ways to make the total program more effective. The team approach used here might well serve as a pattern for other general education courses.

The best objective evidence available is the progress shown in the Sequential Tests of Educational Progress (STEP). The tests were taken by entering freshmen for the first time in 1958. These students took the same tests as sophomores in spring, 1960. Test results are shown in table 18. As can be seen, a comparison of median scores for entering freshmen indicates that Defiance freshmen were well below the national medians. The sophomore scores show that Defiance progress compares very favorably with national norms; especially to be noted is the large increase in the Defiance medians in reading and writing.

There is evidence regarding this course on the negative side. Medians for writing at Defiance are still well below the national norms. In reading, only the sophomore testing of 1960 revealed improvement. Scores, for 1958 and 1959, when the test was also given to sophomores, were likewise below the norms.

The Orientation course, required since 1956, underwent an extensive evaluation during the current year. Students were asked to make anonymous evaluations; these have been summarized and analyzed. The students seem to feel that the phases of the course concerned with adjustment to college and curriculum planning have been most valuable. The feeling is quite general, however, that one semester should be adequate. Opinions of faculty and administration have been sought. They feel that the course is serving a vital function and have recommended that it be continued on a one-semester basis.

Recommendations

The general education committee submitted the following recommendations:

1. The chief recommendation is that there be continuing investigation of the entire program of general education directed by a central agency. It should be this agency's function to work for maximum faculty awareness of what is being done in the general education program and to promote maximum integration of learning. This agency may be in the form of a general education academic coordinator, a general education division, or a faculty or administrative committee. Whatever its form, the facilitation of interdepartmental communication and the centralization of planning are obviously needed if the general education program is to operate with improved effectiveness.

2. All students should be required to take a core of general courses.

3. These required courses should be in a carefully planned sequence with horizontal integration at the freshman and the sophomore levels.

4. Particular emphasis in investigation and planning should be placed upon the creation of courses designed for the general student rather than the major--courses similar to Oral and Written English and Introduction to Social Sciences. Properly conceived and taught, courses like these could lay a firm foundation for advanced study. Each curricular area should conduct a critical self-examination designed to bring about clearer course purposes and a more substantial introductory course.

Our concern should not be to develop easy general education courses that any and every student can pass, but rather comprehensive courses that open avenues of learning toward potential mastery of an academic area for the capable student.

5. Serious consideration should be given to excluding general education courses from major and minor fields.

6. Each area should institute a proficiency examination that would allow the student to proceed immediately on to more advanced courses. These would be locally devised tests, consistent with local aims.

7. The College should expect to provide faculty time allowances for planning new courses and sharing of learning for the successful administration of these courses. New faculty members might be needed.

More specific recommendations of the general education committee have been combined with those of the advanced curriculum committee and are in a later section of this report.

Advanced curriculum - upper division

The committee assigned the task of examining the advanced curriculum circulated a questionnaire among the faculty asking for their opinions and ideas on several matters. Interviews with faculty members were held. Also considered were the results of the questionnaire circulated to alumni and seniors asking for comments about the adequacy of the major fields offered at Defiance. Furthermore, the committee examined catalog offerings in other institutions.

While it is difficult, if not impossible, to borrow ready-made plans and programs from other colleges, there seemed some merit in comparing Defiance offerings in major fields with those of a selected group of liberal arts colleges. The comparison resulted in the following evaluation:

1. In speech, religion, business administration, and economics, both the number of courses and the balance are good.

2. All three sciences and mathematics offer the minimum in number of courses. However, in all cases except physics, the balance is good and the courses offered provide an adequate basis for a major.

3. The number of courses offered in history is adequate; but the balance is poor, there being too much emphasis on American history.

4. Additional courses at advanced levels are needed in English, French, and Spanish.

Various faculty members suggested that courses are needed in anthropology and geology. Course offerings seem adequate for minors in psychology, sociology, philosophy, and art. If, as seems likely, these become majors at some time in the future, course offerings should be reexamined and expanded. It was felt that political science should become a minor soon and eventually a major and that a liberal arts major should be offered in music.

Comparatively few students are now taking the A.B. and B.S. programs (see table 15), and several fields have few students majoring in them (see table 16). Therefore, the College should not move too rapidly into new majors nor should too many advanced courses be offered, for it is better to teach well a good basic core of subjects than to spread too far with heavy course loads and many small classes. It is desirable for a student to be able to make a number of choices in course work in his major field, but students do not always make such choices intelligently. Defiance should move slowly, therefore, being sure of adequate staff facilities and student demand before making substantial additions to the curriculum.

In the questionnaire to seniors and alumni, the most common criticism of the curriculum was that there is not enough choice in advanced courses. Many business majors, especially, complained about this. However, it is not planned to expand the curriculum according to student demand alone. Defiance prefers not to become a school of high specialization.

Analysis of the faculty responses to their questionnaire reveals the following. Most agree that there must be a continuing study of their individual disciplines. Such a study should not only consider how well the discipline is being taught but also how well it relates to the other disciplines and the purposes of the College.

The faculty further agree that each discipline must have a definite sequence of courses. Some disciplines already have a clear sequence; others are rather chaotic. Almost all faculty members believe that they should have more control over the selection of courses to be scheduled.

There has been considerable discussion of the College's teacher-training program by members of the faculty, most of the discussion being directed towards elementary education. Teacher training may not be a primary function of the liberal arts college, but it can be argued that such training, if well done and controlled, does not detract from the liberal arts. Such training, however, must be done within the limits set by the liberal arts tradition. Secondary education escapes most of this criticism, probably because a subject-matter major is required.

Recommendations

1. As stated in the introduction, the major proposal is that there be continuing study of the relationship between general education and the various disciplines under the direction of a committee.

2. Each discipline should be examined with the following in mind:

   a. A sequence of courses must be established in each discipline where this is not now the case.

   b. Students should be kept in that sequence.

   c. Where they do not now exist, prerequisites should be determined and clearly indicated in the catalog.

   d. Introductory courses should be offered in all disciplines. In most cases, the general education proposals take care of this. Where such courses are not considered adequate, each discipline would have to maintain an introductory course in its sequence.

   e. Faculty members who claim that there are not enough classes being offered in their disciplines should be heard sympathetically. New courses should be added according to present procedure--approval by division, academic committee, and the faculty.

3. The faculty members in each discipline should compose a program of courses in advance and submit that program to the dean. They would decide on their program by majority vote. Disagreements could be ironed out through conferences with the dean or the academic committee.

4. To foster the integration of the student's knowledge, the following proposals are made:

   a. The College should consider a tutorial program. Such a program could be set up at the general education level or it could be at the senior level. At either level, the primary purpose of the tutorial would be to help the student to see interrelationships among disciplines.

   b. The College could set up senior seminars. Such seminars would tie together major ideas, rationale, and facts of the individual discipline. An interdisciplinary seminar, such as the one the natural science faculties are considering, could take the place of the discipline seminar. If seminars are set up, they should be required in all disciplines. This proposal could be correlated with a tutorial program on the senior level.

   c. The College should strongly consider comprehensives. A seminar could be used as a preparation for the comprehensive.

   d. The College should consider an honors program in all areas offering a major. The classes, or tutorials, would be offered only to a selected number of students, those whose abilities and interests are exceptional.

Proposals for immediate action

Adoption of the many proposals of both committees requires adequate fulfillment of their first one--that there be further, detailed, cooperative study. Consequently, it is recommended that the following recommendations be put into effect immediately.

1. The present three degrees should be reduced to two, A.B. and B.S. Everyone who receives the A.B. must have completed the second year of a college foreign language. Students in education and business administration would receive the B.S. degree but would be urged to take a foreign language and would thus be eligible for an A.B. degree.

2. The number of hours that a student needs to graduate from the College should be raised from 124 to 128.

3. All general requirements except the language should be the same for all degrees. These should be:

   a. English - 14 hours to include Oral and Written English and Introduction to Literature.

   b. Social Sciences - 9 hours to include one year of history and Introduction to the Social Sciences.

   c. Science and mathematics - 11 hours to include one laboratory science and one course in mathematics.

   d. Art and music - 4 hours. Appreciation courses.

   e. Religion and philosophy - 9 hours to include Old and New Testament, one course in philosophy, and one additional course in either area.

   f. Physical education - Activities. 4 hours.

   g. Orientation - 1 hour, one semester.

4. Most pressing needs for general education course revisions are in ~~the~~ the areas of science, social science, and humanities. The above program (in 3) provides an excellent framework from which additional changes can be developed. Work on these changes should begin immediately.

5. To strengthen the liberal arts program, the College should add to certain fields--and add others.

   a. The College should evaluate the offerings and consider establishing majors in philosophy, sociology, and psychology. Political sicence should be made a major within the next three years with a minor being offered beginning fall 1960. A liberal arts major in music is recommended.

b. The history department should add a course in Russian history and consider the possibility of adding courses in history of Africa and the Middle East. The department might also consider whether its offerings in American history are excessive.

c. The physics offerings should be studied in the light of recent developments. Consideration should also be given to expanding the offerings in biology and chemistry.

d. The College should, as rapidly as possible, offer the advanced courses in languages listed in the catalog and add others. The College might further consider the advisability of teaching Latin and Russian.

e. The College should introduce courses in anthropology and geology.

6. The adequacy of the two-year "cadet" program has been the subject of much debate in Ohio. It seems that this "cadet" program has served an important need in northwestern Ohio. However, several factors have caused Defiance to question the continuance of the "cadet" program. Last year for the first time, several two-year cadets were unable to find positions in northwestern Ohio. The need for students is becoming less acute at the College. The program is not really consistent with the philosophy of the institution except that it served an important community need. As a private, church-related institution, it is the task of the College to provide every student with breadth of experience in the liberal arts, depth in an academic field, and a cultural experience in an academic community. These goals are not likely to be well accomplished in two years--nor is it considered that they can be achieved as well in a series of night classes and summer schools as in the regular four-year curriculum. It is felt, therefore, that this program should be terminated as soon as possible.

7. It is recommended that all elementary education students be required to take a 30-hour major in related subject-matter fields with a minimum of 15 hours in one field.

8. It has not been possible in this year to investigate adequately the teacher education program. Since the majority of students are in this program and since virtually every academic area is involved in some way in training teachers, it is recommended that the entire faculty devote a year to a study of teacher education in the near future.

CONCERN FOR IMPROVEMENT OF INSTRUCTION

A good college must necessarily concern itself with quality of instruction and ways of improving instruction. Probably the best efforts in this area are made by individual instructors who in their own quiet ways are diligently attempting to improve their professional competence. However, there are some things which can be done by the institution to stimulate and encourage instructional improvement. At The Defiance College improvement of instruction is being approached in two ways:

(1) faculty incentives and benefits are provided which aim to overall improvement of the caliber and quality of instruction;

(2) more specific devices are aimed directly at the improvement of instruction.

In the first category Defiance has several policies such as the sabbatical leave, the provision for attendance at professional meetings (recently increased), and the proposal for aiding present faculty to attend summer school. These and others are discussed in greater detail in Chapter VI.

The administration is encouraging research and scholarly endeavor with the assumption that this will have instructional benefits. Merit increases in salary are given as a further incentive. Evaluations of the division chairmen and the dean go to the president partly for this purpose. A portion of the questionnaire circulated to alumni and seniors elicited information about quality of instruction which had some usefulness.

In the second category Defiance does a number of things. Each instructor is expected to administer the Purdue Rating Scale for Instruction to at least one class each year, and several have reported that they found the results to be very helpful. Over a period of years evening faculty meetings have been held at which instructional problems are discussed. Time is given in faculty, division, and committee meetings to problems of instruction. The periodical Better College Teaching is available in the library.

The McLean Inventory of Social and Religious Concepts is in process of being administered to freshmen and seniors. It is hoped that comparative scores will yield some data which will be helpful in evaluating the curriculum and instruction in the areas of religion and social science.

Students are being encouraged to do well through such devices as scholarships and the recently established research assistantships. An honor society was established two years ago for recognition of outstanding achievement, and recognition is given at commencement for academic excellence.

In individual courses student evaluations and continuing study and experimentation by the staff have resulted in course improvements.

New faculty members are given copies of the Faculty Handbook and this is discussed with them at the faculty seminar in the fall. Both the division chairmen and the dean work with new faculty, aiding in their adjustment to the College. The dean makes a practice of visiting classes of all new faculty and conferring with them in regard to any problems they may be experiencing.

STUDENT ACHIEVEMENT

A college exists to bring about constructive growth in its students. The Defiance College wants this growth to be spiritual as well as intellectual, social as well as academic. We know that it is taking place in varying degrees with all of our students, though sometimes it seems that the growth is hard to see or that it is unbalanced in the direction of the social. One can compare test scores of students at different colleges, but a comparison of the total growth of the students of one college with that of another is impossible. At Defiance we can only testify to what we know to have taken place on our campus. These things we know:

About our graduates --

> That a graduate of 1924, who under no circumstances--he says--could have been admitted to any other regionally accredited college, is now a leader of the Ohio bar whose annual substantial contribution--considerably more than his tuition as a student--comes with the confession that he owes more than this to Defiance;
>
> That a graduate of 1937 who says he arrived on campus without a cent, left it, eventually to become the superintendent of one of Ohio's larger and better school systems;
>
> That a graduate of 1956 whose four years at Defiance were a desperate struggle to make ends meet financially and a painful--sometimes seemingly hopeless--battle to maintain a passing grade suddenly found himself a uniting influence in an old community long settled in its divisiveness;
>
> That a young man who enrolled in the early 1950's without enough money to make his first tuition payment graduated five years later a husband and father with no debt and is now a respected employee of a large corporation;
>
> That a student on the brink of dismissal for disciplinary reasons was given another chance; that he capitalized on that chance to his own and the College's credit--and to the amazement of people in his home community;

That two 1959 graduates have secured generous graduate school awards and have announced it to be their number one objective to return to Defiance to teach after attaining the doctorate;

About those who were with us only briefly --

That a student dropped for low grades in 1957 later referred to Defiance as "The College with a heart";

That a young man who "flunked out" in 1958 sent a contribution to the College while in service the next year;

That an eastern girl who dropped out after one semester in 1957 expressing disappointment in the College, reenrolled three years later--with her husband;

That many who have failed to graduate for a variety of reasons still think of Defiance as their college because of something they found here;

About our present students --

That a weekly chapel service, voluntary and unpublicized, attracts 100 or more students;

That a high point in the college year is the annual party for the children from the County Home;

That the College received a large research grant in 1960 from the National Science Foundation for research being done by an undergraduate;

That tables in the campus coffee shop are frequently the sites of heated discussions in which students participate along with faculty--and sometimes the president;

That a newly formed community-student service organization should sponser faculty-led discussions of controversial issues which attract up to fifty participants;

That students in elementary education join with community women in conducting a free reading hour at the local library;

All these--and many more--bear witness to the fact that Defiance has helped its students to grow in many ways and in spite of many difficulties. In this light, who would dare decree that the College consider for admission only those applicants who are at the top of their high school classes, personable in manner, and ample in purse. Such a decree would betray a historic role of the College!

The number of graduates who go directly to graduate school is not high, 6 of 68 graduates in 1959, for example. But this is to be expected, for most students are from smaller communities and return there as teachers and housewives. In one recent year, of the more than 60 percent of the graduating class who received the degree B.S. in Education, only one was not teaching the following fall. Within a year, however, many of these were continuing their education in night or summer schools. Students in teacher education here continued to be assets to the campus because of their sense of purpose and the seriousness with which they approach their studies.

A questionnaire returned by nearly 600 alumni in 1958 showed 31 to have doctor's degrees, 104 to have master's degrees, 28 to be seminary graduates, 16 to be school administrators, and 177 to be public school teachers.

A study of 72 alumni and former students for whom transcripts were issued to other colleges in 1958 showed that the majority did very well at these schools. Forty-five of the 72 received higher grades at other schools. Of those who transferred as undergraduates, 23 of 43 received higher grades at other schools, the average change being up .13.

Defiance began using the Sequential Tests of Educational Progress (STEP) in 1958, giving the battery of tests at the beginning of the freshman year and at the end of the sophomore year. This year's sophomores were the first to participate in the Sophomore Testing Program.

The Defiance College mean scores for 1960 sophomores were above national norms in two tests, reading and mathematics, and below national norms in writing, science, and social studies. The same group as freshmen had been below national norms in all five tests. Therefore, Defiance students clearly showed more gain than the national average. Defiance 1960 sophomores also made higher scores on all five tests than the 1959 sophomores and the same was true for the 1959 group as compared with the 1958 group. The most significant gains were made in reading and writing.

Table 18 - STEP Norms and Scores Made by Defiance Students

Test	Freshmen Medians National	 Defiance 1958	Sophomore Medians National	 Defiance 1960
Reading	309	298	309	311
Writing	298	290	306	303
Science	286	283	293	291
Mathematics	282	279	288	289
Social Studies	293	287	298	296

Of the seven seniors known to have taken the Federal Service Entrance Examination this year, all seven passed the examination though the national average was less than 50 percent passing.

Defiance students are growing. Where comparisons have been made with students in other institutions, Defiance students show creditable achievement. In the broader and more subjective areas, we know only that what is happening to our students is good.

CHAPTER V

STUDENT LIFE

The self-study committee on student life set its investigations against a background of significant characteristics which give The Defiance College its unique identity: The Defiance College is a small, community college; it is a liberal arts institution with church relationship.

Because it is "small", The Defiance College fosters a close relationship between students and teachers and an intimate campus life. What exactly constitutes "smallness" (barring the possibility that it refers to a quality of mind) is difficult to determine. According to an informal questionnaire, alumni who graduated within the last two years and seniors of this year favored an increase in enrollment up to 1,000. Detailed investigations involving physical plant, finances, admission policies, etc., have led to the conclusion that, at least for the next three years, 650-700 seems the best figure. What the eventual enrollment should or will be is not within the province of this part of the report. What seems important here here is to stress the advantages of "smallness"--which may be matters of attitude and feeling rather than of statistics--and to recommend that these be retained.

Full-time enrollment at The Defiance College has increased by 100 students since the last self-study report was prepared; the entering freshman class has almost trebled in size over the mean figure for the years 1950-54; nevertheless, students still appreciate the "family" atmosphere. The questionnaire referred to above asked alumni and seniors to name two major strengths of The Defiance College. In the summary of their answers, three categories accounted for 54 percent of all responses: "faculty-student relationships", "small college, small classes, and individual attention", and "friendliness (family atmosphere)". A questionnaire distributed to 1959-60 freshmen asked, "Why did you choose Defiance College rather than some other college?" "Small" accounted for 84 responses; "friendly" and "personal attention" accounted for another 23.

Granted that these headings are abstractions drawn from personal and perhaps random comments, it would still seem that the "feeling" of "smallness" and of a "family attitude" is one of The Defiance College's major assets.

Several campus institutions encourage this "family" feeling. The four-day orientation program for freshmen, which stresses familiarity with places and people, is one. Weekly, required assembly programs at which the forthcoming week's activities are forecast is another. Campus practices which contribute to intimacy are:

> All freshmen meet as a group twice a week for English lectures and for orientation; class business is frequently conducted at these class sessions.

Many instructors encourage oral book reports and personal interviews concerning the students' work.

Faculty and students, and especially the president, mingle freely on campus and around coffee tables in the student union.

The prevailing pattern among instructors is to call students by their first names.

Administrative personnel and faculty are easily available for personal as well as academic advisement.

And there are many more. The committee urged that these practices be retained and multiplied; it urged that plans regarding eventual size include a full awareness of the characteristic that has been one of the College's chief strengths.

In the self-study report of 1957, the chapter on the character of the College stressed the "church-related" and the "community" aspects of Defiance. The College's Christian mission and the function that it has always performed fulfilling the vocational, cultural, and educational needs of a particular geographical area are two concomitants of its "family" nature. In that report the term "college of the warm heart" was used. However sentimental, we believe that this feeling should pervade the College's continual consideration of other matters: curriculum, staff, physical plant, and instruction. It is this key attribute which enables The Defiance College to shape goals suited to its clientele and to achieve them uniquely.

Morale at The Defiance College is high. Students seem proud of the visible progress going on around them. A survey taken in orientation class, for the third consecutive year, in which freshmen were asked to suggest at least two improvements they would like to see made in the College, revealed a gain in morale over previous years in two ways: a decrease of complaints in some areas (food, facilities for commuters) and an increase of suggestions in areas never before mentioned. Many of these suggestions dealt with the physical plant, referring to campus improvements and new buildings--progress which has made students aware of even greater potential. Significantly lacking were criticisms of the student personnel program.

THE STUDENT PERSONNEL PROGRAM

The dean of students is the chief personnel officer on the campus. He is in charge of testing, counseling, and academic advisement, as well as being responsible for student organizations and housing. He is the resident director of the major men's dormitory and also teaches classes.

The dean of students has established fine rapport with students; by virtue of personality and satisfactory office practices he has created a comfortable climate on campus. His technique may be described as "permissive". Written regulations and rules are at a minimum. The virtual absence of discipline problems is evidence of the value of such a relaxed method. This permissive approach, on the other hand, has resulted in faculty and students not being properly informed about personnel procedures and regulations. A student affairs committee composed of students and faculty has been appointed, partly for this purpose, but the dean of students, its chairman, has not availed himself of its services.

Orientation of new students

The orientation program has been under the direction of a committee composed of the dean of students, the registrar, the instructor of the orientation course, other faculty, and students. The program is designed to introduce the new student to the Defiance community in all its aspects.

Most new students are preregistered during the summer, either in person or by mail. They report in the fall for a four-day orientation period. Testing, paying fees, meeting faculty and staff, getting acquainted with college organizations, and a tour of the city climaxed with a picnic are among orientation activities.

Many of the activities normally associated with an orientation week are reserved for an orientation course which is required of new students (see Chapter IV). This course has combined orientation and group guidance functions.

Testing

The college testing program was minimal until the year 1957-58. Under the leadership of the dean of students, a complete and well-balanced testing program has been inaugurated. All entering freshmen are given the Sequential Tests of Education Progress in reading, writing, mathematics, science, and social studies as well as the Cooperative School and College Ability Tests.

At the end of the sophomore year, students again take the STEP series (see results in table 18). Results are published and distributed to the faculty. Frequent checking against national norms is done, and the results used in curricular and instruction reevaluation. The STEP writing test is also administered by the English staff at the end of the course Oral and Written English.

Entrance tests are administered in cooperation with the director of admissions. A recently instituted English Proficiency Test required for graduation is administered by the English department with the cooperation of the dean of students. Personality and attitude inventories are given as a part of the orientation course, and interest tests are made available to students at any time. Test results are available to the faculty along with other personnel information through the dean of students' office but have not been widely used.

Advisement

The assignment of faculty advisers to students is an honored tradition at Defiance. Alumni and seniors, in a questionnaire, were quite complimentary of the advisement system and appreciative of its benefits. However, there is a trend towards less and less participation of the faculty in advisement. This trend is viewed with some concern, though the factors which are bringing it about in general represent progress.

Four years ago the College employed a dean of students, made the registrar a separate office, and introduced the orientation course. These have for obvious reasons decreased the need for academic advisement by faculty which was so necessary in former times. Although this represents some loss in close faculty-student relations, it represents a gain in orderliness and standardization.

Since the registrar and admissions officer are one and the same, academic advisement for incoming freshmen is handled through his office. Advisement for the remainder of the first two years is supervised by the dean of students' office. The orientation course has proven to be very helpful in this regard. When the student has definitely declared his major--at the end of the freshman or sophomore year--he is assigned to a faculty member in his major field for academic advisement.

For the first two years, therefore, mechanical problems in advisement are being kept to a minimum, but there is some loss in the intimacy and personal attention which the older system provided. These can be achieved by improving instruction in orientation (especially by decreasing the size of the sections), by increasing the staff of the dean of students' office, and by better interstaff communications.

Counseling

At Defiance, students have always felt free to approach any member of the college staff for counsel. Many graduates have fond memories of the hours given them by sympathetic staff members in listening to their problems. While the dean of students is the trained and responsible counseling officer, and spends a great deal of his time in counseling, students continue to seek out individual staff members for help. This wholesome situation is to be encouraged.

STUDENT ORGANIZATIONS AND ACTIVITIES

Although both the report of the 1957 self-study and the examiners' report which followed found student activities and extra-curricular affairs adequate, the self-study committee on student life regarded this area as one of relative weakness on The Defiance College campus.

There are many plus elements. Student government has been strengthened; a new constitution was adopted three years ago after discussion by the entire campus. A healthy degree of student self-government exists in the dormitories and fraternity houses.

Sororities and fraternities contribute most to the social life of the campus; their activities are held in effective check by the dean of students' office and by the Greek Letter Council. Compared to three and four years ago, the number of clubs on campus has decreased and there seem to be not many more than the present interests of the student body warrant.

The College choir, a newly formed College band, a volunteer pep band, the two-year old symphony orchestra, and theatrical productions have been a constant source of pride to the college. The choir in particular has been effectively used to publicize the institution; in the last few years several extensive choir tours have been made. The extent of student participation in the College's music groups has been encouraging. Musical activities have brought recognition to the College and have contributed to the cultural life of the area.

In intramural sports, facilities are poor but student participation has been exceptionally good, especially among the men. In 1959-60, 61 percent of the men students participated in some way in the athletic program of the College.

Despite the fact that practice facilities have been only second-best and games have been played on rented facilities, the College's intercollegiate athletics program is a respectable one. Not over-emphasized, a complete schedule of competitive sports adds zest to campus spirit and student morale. In an area where basketball in particularly favored, Defiance is proud of a team which for three of the last five years has won league, state, and national recognition.

In 1955, and again in 1957 and 1958, the College earned publicity and profits from the Field House Frolics, college-community variety shows in which prominent stars appeared. The Field House Fund, accumulated from these productions, was used to start development of the College's own athletic fields.

Students, especially fraternity and sorority members, serve the College voluntarily and well when conventions are held on campus. This year an Interdisciplinary Research Conference of Chemistry Teachers, a Reading Workshop, and a District High School Science Day, the first of its kind in Defiance, utilized the student talents as guides and hosts.

The student dramatic organizations were replaced in 1959 with a college-community theatre (The Hourglass Theatre Guild) which brings advantages of two types: higher quality productions; better integration of school and local community. This has somewhat decreased theatre opportunities for students, but compensation has been made through the introduction of a laboratory theatre course which offers several excellent, non-commercial plays at the end of each semester.

The newspaper was issued more regularly and with greater skill during the 1959-60 year than it had been for many years. The yearbook operation was also effective. No extra charges are made for these two publications. Some difficulty has been experienced in securing student staffs.

Through the leadership of the dean of students, it has become a firm college policy that the students' tuition covers admission to all campus events for full-time students; consequently, theatre and symphony, as well as movies, dances, and athletic events have, in the main, been free and available to all students.

But beneath the surface, minus elements exist, some of them a bit intangible. First of all there is a lack of order in the scheduling and conducting of campus events. Some weekends are crowded with activities, others are barren. Student parties seem to be repetitious, lacking in originality. Students frequently complain about insufficient social actitivies, but social affairs are not well attended when they are held.

Although the new student union offers ample opportunity for students to get together, there is no creative use made of the building. When the newness wears off, there is a possibility that it will no longer perform the integrative functions it now does. Most social affairs this year were held in the union. When the novelty is passed, however, there may be student pressure for more dances to be scheduled off campus. This would necessitate stronger chaperon policies, stricter control, better coordination between organization sponsors and the office of the dean of students.

Student government exists at Defiance mostly in name, and that name lacks prestige. Tremendous energy is expended in the fall for homecoming, and election campaigns generate some end-of-the-year enthusiasm. Students have been learning legislative and judiciary procedures under their new constitution. As yet, application of these procedures is limited and the influence of student government is less than it should be.

Religious activities on campus are minimal. The YM-YWCA, although under the direction of an active community-college board, exerts no real leadership on campus. The Newman Club is practically defunct. "Service"--to college and community--is a sporadic thing, lacking in zeal, visible--when it is--as a function of social organizations as well as of the "Y". A chapel service with voluntary attendance is held each week and a Religious Emphasis Week each year The committee approved the voluntary attendance at chapel, finding it wholly consistent with the philosophy of the school.

In view of the fact that the College is church-related, the committee found the lackluster religious life of the campus disturbing. Perhaps a major cause is the absence of an active Congregational Christian Church in the community. This has been a long-standing difficulty which the recent merger of the inactive College church with the Evangelical and Reformed Church may alleviate. The prospect of a church on campus is one of the most hopeful signs of improved religious life. Members of the College Board of Trustees are already working with the building committee of the new United Church of Christ in Defiance on plans for a sanctuary and educational building to be located on College property and to be partially financed by the College.

The College, whose identity is also determined--or should be--by its liberal arts commitment, seems distressingly void of "clubs" of a "cultural" variety: study groups, poetry or art clubs, music appreciation groups, etc. Attendance of students at college and community concerts is low; theatre attendance, if not supported by English department requirements, might be equally so.

Finally, although education and business curriculums account for a majority of Defiance's students, there seems to be too little interest in professional student groups. An active Student Education Association last year is a notable exception.

What appears to be lacking might be summed up under three headings: (1) planned management; (2) creativity, initiative, enthusiasm among students; and (3) leadership ability and leadership training. The causes of these deficiencies are less easy to summarize. One may be the caliber of our student body. Another might be the lack of time (or interest) of the dean of students. Both are probably contributing factors. Needed and possible correction is suggested in the recommendations.

FINANCIAL AIDS

The program of financial aid at The Defiance College is designed to attract able and worthy students to the College and to help qualified students to remain in college. Students not in good academic standing are ineligible for scholarships and loans.

Scholarships and grants

Academic scholarships are awarded competitively to new students on the basis of outstanding academic work, moral character, and leadership ability, without regard to financial need. Upperclass awards are based on academic record and campus citizenship. Some general scholarships are funded scholarships awarded by the College on the basis of financial need, moral character, and acceptable academic achievement; other general scholarships and a few grants are made available from College funds to assist worthy students who are in serious financial need.

Athletic grants are given to selected students who need financial help and in recognition of time given to the school. The total number of such grants that may be awarded is 50. They are awarded as vacancies occur through graduation, withdrawal from college, failure to maintain satisfactory grades, or the breaking of training rules. The value of such grants was considerably increased in 1959. Resident students receive board and non-residents receive board or a $150 per semester credit on tuition. There has been some feeling that this is too large an amount.

There is also a bookkeeping problem because the dining hall is reimbursed at cost and only for meals eaten by those holding board grants.

All scholarships and grants are awarded by the admissions and scholarship committee under the leadership of the director of admissions.

Although tuition has taken two sizeable jumps in the past three years, the College can point proudly (see table 19) to an even greater increase in student aid.

Table 19 - Scholarships and Grants from 1956 to 1960

Type of Aid	1955-56	1956-57	1957-58	1958-59	1959-60*
Scholarships	$ 2,656	$ 4,244	$ 8,675	$10,970	$18,545
Grants-in-aid	750	2,031	1,770	3,175	5,664
Athletic Grants	6,680	5,969	5,981	6,280	9,670
Total	$10,086	$12,244	$16,426	$20,425	$33,879
Percent of Total Educational Expenditures	4.6	4.3	5.1	5.1	6.7

* estimated

It has been felt that tuition increases have made it more important that aid be increased for needy students. Also there has been heightened effort to secure more superior students through scholarships.

Beginning in the fall of 1960, a sibling grant program is being introduced. The first sibling pays full tuition; the second pays two-thirds; the third one-half; the fourth one-third, and others none.

Loans

The College has limited funds available for loans to students. Such loans are covered by non-interest bearing notes.

National defense loans have been available since 1958-59. These have been administered by the scholarship committee so that correlation can be made with the rest of the student aid program. At the end of the 1959-60 school year, 95 students had received loans totaling $33,452.88.

Student assistants

The use of student assistants in departmental areas is encouraged, partly because of the educational value to the students. Such assistants are most widely used in the sciences and in English. Students are compensated at an hourly wage. Arrangements for student assistants have been made rather independently, though there is a college-wide wage scale. More centralization of the administration of this program is desirable.

In 1959 the College instituted a plan for undergraduate research assistantships in the sciences. This plan has been publicized, and the first assistantship has been granted for fall 1960. The science plan provides a stipend of from $420-$600 for nine months. Duties are "to assist a member of the science faculty in applied or fundamental research". For a number of years students have been employed at an hourly wage for research in chemistry under provisions of research grants which have been received by the College.

In the English department, assistants have been used to conduct remedial clinics and hold personal student conferences on writing problems. In some cases, an hourly wage was paid; in others, assistants received one hour of credit in the 499 Problems course.

As the pattern of residency at Defiance changes from a two-unit system to an eight-unit system, new opportunities for employment have opened. Seven residence hall assistantships have been announced for next year, four of them for the men's dormitories and three for the women. These people will work with the directors of the halls and with the hall councils to help orient new students and to help coordinate the personnel programs in the residence halls. The stipend will be $150 per semester. Three such positions were filled during the 1959-60 year; overall verdict: successful.

On-campus employment

Approximately 20 percent of the student body were employed by the College at some time during the 1959-60 school year. The largest number were employed by the student union. Other sources of on-campus employment were the library, offices, buildings and grounds, and the audio-visual center.

The pay scale for students is: freshmen, 65¢ per hour, sophomores and juniors, 75¢; seniors, 85¢. This has not been rigidly adhered to. On the whole there is not an adequate wage policy and wages seem low.

Provisions for employment are handled haphazardly. The director of admissions as chairman of the scholarship committee has assumed some leadership in this area. He and the dean of students refer students to other places for possible employment. Students often go directly to the staff person responsible in search of employment.

Budget plan

For many years the College has supported a budget payment plan for students. This plan is operated by the business office and disciplinary action for delinquent payments is the responsibility of the dean. Approximately half of the students avail themselves of this plan; its operation has been quite successful.

STUDENT SERVICES

Much improvement has been made in recent years in student services at The Defiance College. It is a healthy sign of progress that even as old problems are being solved, new ones are arising as a result of added facilities.

A rapidly increasing number of students live on campus. More students are coming to Defiance from Ohio areas beyond the five neighboring counties and from other states (see Chapter VII). Furthermore, more students are recognizing the advantage of a lively campus life that includes extra-curricular as well as curricular activities. Defiance is fast losing its labels of "commuter" and "suitcase" college.

The significant building and renovation program is encouraging, if not causing, this change in the character of the College. The planning for these new facilities has been under the supervision of the director of development and plant operations, who has worked in cooperation with the architects, the president, and the dean of students. This work has been rewarded by improved morale.

The greatest need now is for improvements in the health service and for recreation. The former are projected for the fall; the latter are slow in coming, but there are evidences of progress.

Housing

1. Dormitories

Until the beginning of the 1959-60 year the College had but two on-campus residences--one for men and one for women. At the opening of the 1960-61 year the College will have in use six residences--four for men and two for women. These will house 157 women and 182 men.

Sisson Hall, which can accommodate 110 men, has been completely refurnished in the last three years. All rooms have been painted and curtained; the lounge facilities have been attractively refurbished. Though an old building, it is now in good condition.

Trowbridge Hall has been the only dormitory for women. In the spring semester of 1960, 86 girls were living here. For an old building, Trowbridge is in good condition. Rooms and lounge have been refurnished and bath facilities completely modernized in the past five years. The Women's Commission of the College has as its primary function the providing of funds for decorating, furnishing, and renovating Trowbridge Hall. The basement was used for a dining hall until October 1959, and is now available for other purposes.

The first of the new men's dormitories was placed in operation in February, 1960. Twenty-four men live in 12 rooms with common bathroom and lounge facilities. An upperclassman is in charge. Land is available for a total of six of these 24-man units. Two similar units are to be completed by fall, 1960. Self-contained and largely self-governed, these units are completely consistent with the friendly atmosphere of the College. These compact units are excellent for use in the summers--for institutes, retreats, conferences, etc.

A new three-story women's dormitory, Whitney Hall, will be completed by fall, 1960. It will have rooms for 91 women and will include a lounge, recreation room, kitchenette, laundry and pressing rooms, and study rooms. With the addition of Whitney Hall, a part of Trowbridge Hall will be converted to a health center.

The large dormitory units have resident dormitory directors and paid student assistants. The men's and women's dormitory councils regulate dormitory affairs. The self-study committee on student life gave its hearty endorsement to the self-government procedures of the dormitories and commended the dean of students for the establishment and maintenance of an effective system.

2. Fraternity houses.

There are two fraternity houses, each having room for about 25 men. Neither house was filled during the 1959-60 year. Cooking in the houses is forbidden, and students residing there are encouraged to eat in the college dining hall. Neither of the fraternities is well off financially. Much furniture has been borrowed from the College.

According to a regulation issued from the office of the dean of students, fraternity houses are considered to be "on-campus housing" and are thus subject to the same disciplinary regulations as dormitories. Discipline is administered by the members themselves. The dean of students rarely visits the houses, but advisers have made frequent visits. Self-government seems fairly successful.

3. Miscellaneous housing.

Temporary housing on campus in what is popularly known as "Tintown" is available to married students and on occasion for single students. The buildings are metal structures which leave something to be desired in the way of comfort. It is expected that few students will live in these dwellings in the future and they will eventually be removed.

Off-campus housing is available in the City of Defiance for both married students and single men. Women students are permitted to live off-campus only if they have board and room jobs. Although college personnel may provide assistance in locating rooms, no approved list is maintained by the College.

The Student Union

The George C. Enders Student Union was opened officially in October, 1959. It contains the dining room and kitchen, the bookstore, a coffee shop, a game-canteen room, two private meeting rooms, and a lounge. The second story has not been completed, although it has been used for recreation. Under the supervision of a full-time manager, the student union has been a welcome asset to life on the campus this past year.

The union is being partially financed by a $7.50 per semester fee, the only extra fee students pay at Defiance.

Whether it has been the decor or better food, there has been a marked decrease in student complaints about meals, officially shown by the annual questionnaire in orientation, unofficially noticed in campus talk. The coffee shop in the union has more than adequately replaced the old campus institution, "The Hut". Officially unnamed, it has been increasingly referred to as "The Hive". Commuters eat here, and it is a popular spot between classes and at night.

Social events have gravitated to the union. Large campus dances have been held in the dining room which provides most attractive surroundings. The two small meeting rooms provide a much-needed campus center for smaller campus affairs such as banquets, faculty luncheons, club meetings, and teas. Both these rooms and the large dining room have been extremely popular with community organizations and have been the means of bringing many townspeople to the campus. It is college policy that the union is to give preference to students, and care has been taken to make sure that civic groups do not interfere with student activities. However, civic groups may schedule events much farther ahead than students, and there is danger that student interests may suffer if the union continues to be such a popular meeting place.

Although the primary cause may have been economic, it seems generally provident that the second floor of the union was not completed this year. Time will allow for the careful examination of campus needs and the wise disposition of the space.

Recreational facilities

Recreational facilities on the campus are certainly inadequate, but the need is recognized, and amazingly good use is made of what is available. The gymnasium is small but is in almost continuous use. Apartments in "Tintown" have been used as club rooms by some of the campus organizations. Ping-pong and dancing space is available in the union replacing the old "rec hall" in the basement of Weston Hall which is now an arena theater. A new football field and baseball diamond have been laid out and seeded and tennis courts should be ready for use before fall 1960.

Health service

The College provides health service for all full-time students for all illnesses and accidents up to a limit of $250 per illness on proper referral by the College Health Service. Also, at no expense to the student, the College provides health insurance. The insurance pays for medical expenses up to a maximum of $5000 with the student responsibile for 20 percent of the costs beyond $250.

The on-campus health service is provided through the health center which has been located in two rooms in Weston Hall. The health center is under the direction of a registered nurse who has also been director of Trowbridge Hall. The center has been open two hours each day with the nurse on call at any time for emergencies. The nurse gave a total of 1304 treatments and 246 immunizations in 1958-59.

The College has no resident physician, but a very satisfactory referral system to physicians in the community has been in operation for several years. In 1958-59, 108 students were referred to physicians at no cost to the students.

No infirmary or provisions for isolation of students who are ill have been available on the campus. The College does pay for expenses in the Defiance Hospital according to the plan described above.

The health insurance was introduced in the fall of 1959. This cost the College more than $3000 for the 1959-60 school year. Two students received benefits of about $1300.

Though the physician referral and the insurance have proved to be satisfactory to the students, the on-campus facilities have not been adequate. Students have complained about the limited number of hours which the Health Center is open. Minor illnesses could not be isolated on campus or treated in any central location. Plans for the 1960-61 year include corrective measures. The nurse will be relieved of other duties and will devote full time to operating the health service. One wing of Trowbridge Hall is to become the health center with provisions for isolation and more extensive services.

Placement services

1. Off-campus employment

There is no organized program for aiding students in securing part-time work off campus. Calls for students to work are referred to the dean of students who usually knows which students are seeking employment. Other administrative officers--the dean, the director of placement, the director of development--may contact students directly about jobs which come to their attention without referral to the dean of students. Many students find their own positions.

No attempt is made to keep records of student employment. Students are warned, especially by the dean, that work may interfere with studies. The number of students who do work during the college year is extensive.

2. Placement after graduation.

The placement program for graduates is primarily for teachers, although some placement is done systematically for graduates majoring in business. This service is largely for initial placement, though some assistance is given to alumni.

The chairman of the vocational division is in charge of the placement office which handles both placement of graduates and summer employment. Because of his personal contact with both students and employers in the field of education, the placement office has been most effective in placing teacher trainees. However, the full services of a placement office are impossible on a fringe basis when other responsibilities are more pressing.

Recommendations

1. Continuing self-study

The College should engage in continual reevaluation of its purposes in terms of how well the College fulfills its obligations to students consistent with its aims. Student opinion should be solicited and respected and should contribute to the formulation of campus plans and policies.

2. Employment of staff

The College should continue to employ staff members devoted to working with young people in an intimate environment. Both church-relatedness and the small-college atmosphere should be stressed when recruiting faculty as well as students.

3. Student personnel services.

   a. Additional staff is needed in the office of the dean of students--one half-time woman and one half-time man, preferably persons trained in guidance and personnel work. One of these persons should be designated "Coordinator of Student Activities". The functions of this position would depend largely on the personality and ability of the person employed; they might include: developing a leadership training program to encourage more student initiative and responsibility in student government, campus religious life, and cultural activities; managing the college social and extra-curricular calendar and maintaining liaison between staff and students concerning college plans, activities, etc.

   b. The dean of students should be relieved of teaching assignments unless he is anxious and willing to assume them; even then they should be kept to a minimum.

   c. It is desirable for all students to have faculty advisers. Advisers for new students should be assigned cooperatively by the dean of students and the staff of the orientation course, and major-field advisers should be assigned to all students by the end of the sophomore year.

   d. The responsibilities of organization advisers and chaperons should be more clearly defined. Faculty members should be informed about regulations for students regarding dormitories, hours, social affairs, etc.

   e. Campus policies, traditions, and assumptions should be compiled in a student handbook. Production of such a handbook could be the job of the student government.

4. Student housing

   a. Self-government should be further encouraged in the dormitories. Efforts should be directed toward improving the prestige of dormitory council positions. Supervisory responsibility for care of individual rooms, keeping cleaning equipment available, inspecting rooms, etc. might well be assumed by these councils.

b. Telephone services in the dormitories should be improved.

c. Fraternities might consider renting to non-fraternity members when space is available, thus easing financial pressures. Employment of house managers on the same plan used in the dormitories seems desirable. There should be stricter regulations in the fraternity houses concerning study hours, cleaning, and cooking. The dean of students should visit the houses frequently to both enforce and clarify the "on-campus-yet-independent" status of these residences.

d. The College should maintain an approved housing list for single students and should assist those who wish to live off campus in finding suitable quarters.

5. Physical education

   a. There should be closer supervision by the physical education staff of the gymnasium when activities are in progress.

   b. An intramural program as extensive for women as for men should be planned by the physical education department, possibly with the assistance of student government.

   c. The women's dressing room should be equipped to better serve the needs of commuting and off-campus women.

6. Student union

   a. A governing board for the student union should be created.

   b. Completion of the second floor of the union should be planned cooperatively by students and faculty as well as administrative personnel and architects. Some needs to be considered are: office space and meeting rooms for student organizations, campus publications office, a flexible recreation room for small affairs, and a game room for ping pong, billiards, etc.

7. Health services

   a. Plans for improved and expanded health services should be implemented immediately.

   b. The present student medical insurance plan should be modified. An accident policy might be substituted which would be less expensive but would provide adequate coverage.

8. Student activities

   a. Chapel and assembly programs should be evaluated in terms of their purposes and the limitations of physical facilities.

b. The existing four fraternities and sororities should be encouraged to contribute more significantly in service and social activities to campus life. Approval for chartering additional such organizations should be given only after careful consideration.

9. Placement services and student financial aids

   a. A central placement office should be created with authority over the areas of on-campus, off-campus, and summer employment and graduate placement; and administrative responsibility in regard to assistantships, scholarships and student aid, the awarding of which would continue to be the responsibility of the admissions and scholarship committee.

   b. The director of the placement office should be at least a half-time administrative position, perhaps combined with the alumni office. The position must be on a year-round basis.

   c. A campus-wide policy should be established for the selection, appointment and compensation of student assistants for all curricular areas.

   d. Possibly the hourly wage for on-campus employment should be increased. The wage scale should provide for increases based on degrees of responsibility and possibly merit.

   e. No increases should be made in athletic grants in the near future. The problem of grants for non-resident athletes should be further studied; the difficulties in evaluating board grants should be resolved.

   f. General scholarships for the editor and business manager of the yearbook should be considered on the same basis as they are now provided for these two newspaper staff positions.

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CHAPTER VI

CONDITIONS OF FACULTY SERVICE

High faculty morale may be assumed to contribute to the educational quality of an institution. At Defiance, there is a good spirit among the staff, there is little evidence of the existence of factions, and there is a general feeling that morale is good. But morale is a subjective factor and is difficult to measure. The real problem, then, is to determine the degree to which conditions of faculty service are likely to promote high morale.

To this end, the self-study committee on conditions of faculty service made a thorough study into salary, load, fringe benefits, and related matters. The committee circulated a questionnaire to the faculty. Two of the questions on the questionnaire were:

1. "In your opinion, what are the three (or more, if you wish) most favorable conditions of faculty service at The Defiance College?"
2. "In your opinion, what are the three (or more, if you wish) most unfavorable conditions of faculty service at The Defiance College?"

The responses of the twenty-two faculty members answering these questions were classified by topics.

Most favorable conditions of faculty service

Academic freedom	11
Friendliness and openmindedness	6
Institution flexibility and potential	6
Opportunity to have complaints heard	3
Favorable class size	2
Lack of rank consciousness	2
Lack of nuisance reports	2
Faculty participation in policy decisions	2
Possibility of teaching a variety of courses	2

Least favorable conditions of faculty service

Low salaries	10
Heavy teaching loads	5
Lack of information about aims	4
Lack of emphasis on scholarly achievement	4
Lack of good students	4
Need for divisional reorganization	3
Lack of policy for salary increases	2
Weak areas in faculty	2

The information gathered provided background for the committee's analysis and recommendations and the report which follows.

APPOINTMENT AND DISMISSAL

Appointment of faculty and staff is the responsibility of the president of the College, with the approval of the board of trustees.

Determination of the need for additional or new faculty is primarily the responsibility of the dean. The dean notifies graduate schools and other agencies of the vacancy. The dean normally makes the initial contact with candidates and arranges for them to visit the campus. The College usually pays one-half of the interview and travel expense. The division chairmen and members of the faculty within the division usually assist in interviewing the candidate and evaluating his qualifications. The decision to employ is frequently a cooperative one with the president having the final word. Each appointee receives a written contract stating salary and terms of employment.

Each fall a two-day faculty seminar is held the week before classes begin. Faculty handbooks are distributed to new faculty members and discussed at that time.

Consistent with the purposes of the College, there is no test of religious faith for prospective faculty members. As a consequence, the present faculty contains members of the Roman Catholic, the Jewish, and several protestant churches, as well as some with no church affiliation. The number of Congregational Christians is very small, partly because of the absence of an active church of this faith in or near Defiance. A definite attempt is made to secure Congregationalists for certain positions such as chaplain and to insure the dominance of evangelical Christians on the staff. The primary concern in employment has been and continues to be quality of instruction; for, though Defiance is a church-related college, it recognizes its role first of all as being a good educational institution.

This policy, together with other factors, has resulted in a surprisingly heterogeneous faculty for so small a college. Only three members of the faculty are graduates of Defiance. Several were born and educated in other lands. The diversity of geographical, religious, and educational origins contributes to an interesting and stimulating academic community.

Contracts and tenure

When a person is appointed to the faculty, he is issued a contract for one year. There are no fixed dates for the release of new contracts, but it has been the practice to notify a person whose contract is not to be renewed in February and to release contracts in April or May. There is some dissatisfaction because of the lateness of issuing contracts. March 1 was recommended by the committee as a satisfactory date.

Tenure is granted after four years of satisfactory teaching at The Defiance College for those holding at least the master's degree.

Dismissal

In a small college, poor teaching soon becomes known to the administration as well as to both faculty and students. For faculty members not on tenure, both the division chairman and the dean make recommendations regarding reemployment. The president makes the final decision. During the past three years, three have not been reemployed because of teaching inadequacies.

Dismissal of faculty members on tenure must be handled in accordance with the suggested plan of the A.A.U.P. No such case has arisen since the establishment of the present tenure plan in 1956.

SALARIES

In approaching the problem of the adequacy of faculty salaries at The Defiance College, consideration was give to a number of factors. Among these were the trend in salaries at Defiance for the eight-year period 1952-60, the change in cost-of-living index for the same period, salaries at other institutions, and instructional expenditures as a part of the total educational and general expenditures at Defiance.

Table 20 - Mean Salary for Full-time Teaching Members of the Staff 1952-60 and Annual Percent Increases

Year	Salary	Percent Increase
1952-53	$3150	
1953-54	3641	13.4
1954-55	3900	7.0
1955-56	4057	4.0
1956-57	4380	8.0
1957-58	4510	4.3
1958-59	4915	7.6
1959-60	5228	6.4

The increase in the Consumer's Price Index as reported by the Bureau of Labor Statistics from 1952 to 1959 has been 9.7 percent. The increase in average salary at The Defiance College from 1952-53 to 1959-60 has been 66 percent.

According to the government publication, Higher Education Planning and Management Data 1959-60, page 17, average faculty salaries for 1958-59, all ranks combined, were $5140 for private institutions below 500 enrollment and $5830 for private institutions 500-900 in enrollment. In the year 1958-59, Defiance had a full-time enrollment of 441 and an average salary of $4915.

It was pointed out in Chapter II that the percentage of expenditures at The Defiance College for instructional purposes, the largest portion of which is devoted to salaries, was 6.9 percent below the national figure for 1955-56.

Though there has obviously been great progress, it is still clear to all that the College has a distance to go before its salaries compare favorably with those of colleges of comparable size. Our situation is not unique, for there are other academically sound colleges that pay salaries as low as ours, but we cannot excuse ourselves on such grounds.

The faculty knows that the administrative leadership of the College is concerned about the problem and at the same time is aware of the financial limitations of the institution and the necessity for spending funds for purposes other than faculty salaries. The regularity of salary increases has been an encouraging and stabilizing factor.

Not more than three people are known to have left the College in recent years because of salary considerations. Several members of the present staff have been offered increased salaries elsewhere but have preferred to stay at Defiance. However, there seems little question but that the present modest salaries at Defiance make recruiting of new faculty members more difficult.

The following is excerpted in substance from the faculty committee report:

Several things are, we believe apparent.

1. The College, in order to better its academic position, must better its economic bargaining position.

2. Faculty members are interested in how much they can expect to earn 10 or 15 years from now. If prospects are dim, the faculty member is going to leave so that he can start working for tenure, rank, etc. at an institution where he can hope to earn an academically respectable salary. If the College fails to realize this, it might in the future have difficulty retaining highly competent faculty members.

3. The College does not now have the resources to obtain services of many faculty members it would like to secure.

4. The College does not now have substantial resources for improving faculty salaries and maintaining them at desirable levels. Tuition has been raised but tuition income can only be spread so far.

We propose, therefore, that the College recognize the academic precariousness of its salary situation by:

1. giving top priority to improving faculty salaries and maintaining them at competitive levels,

2. widening the gap between the lowest and highest salaries (to a gap, say, of at least $3000) in order to provide present and future faculty members with a powerful economic reason for staying at the College, and

3. initiating, within the next three years, a concerted drive to provide continuing funds for the improvement and satisfactory maintenance of faculty salaries.

The faculty committee found the salary schedule to be generally unsatisfactory, because it was too low, there was no stated minimum annual increment, and the method of determining increases was not spelled out. A new schedule was recommended by the committee and adopted with modifications by the board of trustees.

The salary schedule recommended by the faculty committee provided for a range of $4500 to $7500 based on faculty rank. It was pointed out by the committee that this schedule, if adopted, would probably necessitate the reevaluation and, possibly the reassignment of the rank of each faculty member. The new salary schedule adopted by the board provides for a range of $4800 to $6000 for those holding the master's degree and $5200 to $9000 for those holding the doctorate and provides a minimum annual increment of $200. This schedule, being based on degrees, makes no provision for interim status between degrees nor does it make any distinctions by rank.

The committee recommended that a doctorate in the subject field be the minimum academic requirement for appointment to the ranks of associate professor and professor with no faculty appointee being ranked as full professor in his first year; it recommended also that the master's degree be the minimum academic requirement for appointment as assistant professor.

It was suggested, in addition, that merit increases be given in excess of the $200 minimum annual increment upon the recommendation of the appropriate division chairman, the dean, and the president. Though merit increases have been given in the past, they appear to have been given completely at the discretion of the president; with no established annual increment a faculty member has not always known whether or not he was receiving a merit increase.

Salaries for summer school instruction (significantly increased since 1954) and part-time teachers are currently $100 per semester hour. The average for the regular faculty in winter is more than $200 per semester hour taught. Although neither part-time nor summer instruction involves committee work, advisement of students, and other responsibilities associated with full-time teaching, this discrepancy is considered to be too great, and it is recommended that part-time and summer salaries be increased. At the same time it seems that the present practice of permitting regular faculty members to teach a full load both five-week terms in successive summer sessions should be discontinued.

LOAD

The teaching load for the first semester, 1959-60, is shown in table 21. The faculty is grouped according to those who are considered to be full-time members of the teaching faculty (though some of them have special duties as noted) and others who are teaching classes either in a part-time capacity or in addition to other major duties. All full-time members of the staff have faculty committee assignments; many perform other duties such as advising students and working with student organizations.

The average number of credit hours taught by the full-time staff was 11.7 and the average load in student credit hours was 251. Neither of these figures can be considered excessive, though some individuals did have rather heavy loads.

Of a total of 116 regular academic classes (omitting such classes as choir, orientation, and physical activities) there were 20 with 10 or fewer students and 9 with more than 40. The largest class was 67 and the median was 21.

Teaching load is determined by the dean. He confers both with division chairmen and with individual faculty members. The attempt is made to consider as many factors as possible, but it is realized that there is no simple solution to that thorniest of problems, load.

The committee found a general feeling that loads are sufficiently high to interfere with teaching effectiveness. Assuming that there will continue to be flexibility in the application of any load formula and a frequent reevaluation of loads, the following comments and proposals were made by the faculty committee.

> It is strongly felt that the present "maximum load" of 15-16 semester credit hours (12 semester credit hours for faculty members with science laboratories) is too heavy for several reasons.
>
> 1. With a 15-16 semester credit-hour load, many faculty members are hard pressed to keep up with just the daily and weekly routine of preparing for classes, going to classes, and correcting papers.
>
> 2. With such a load, the faculty member is tempted, or forced, to do a minimal amount of fresh preparation, committee work, assigning of library papers and outside reading, giving of examinations (especially essay and oral examinations), conferring with students, and supervising or advising student extra-curricular activities.

Table 21 - Teaching Load, Fall Semester, 1959-60

Names	No. of Courses and Sections Taught	No. of Credit Hours	Weekly Hours in Class and Lab.	No. of Students	No. of Student Credit Hours	Extra Duties
Anderson	2 - 4	5	10	92	251	Asst. Football
Andrews	3 - 4	14	15	78	280	Yearbook
Arkebauer*	3 - 4	7	9	165	218	Choir
Badgley	5 - 5	15	15	95	297	
Blush	5 - 5	15	17	114	342	
Boehm	4 - 5	15	15	127	391	
Chaffoo*	5 - 5	10	13	39	46	Orch. and Band
Dennis	3 - 4	15	9**	56	198	Audiovisual
de Roth	3 - 5	8	14	70	255	Division Chmn.
Hoit	4 - 4	15	9**	62	207	
Jordan	4 - 4	11	11	54	157	Library
Krug	4 - 5	13	13	157	419	
Lane	2 - 4	8	9	75	150	Dramatics
Lee	4 - 4	12	13	88	275	Newspaper
Levy	1 - 3	12	13	72	288	Dir. Freshman English
MacNaughton	4 - 7	16	16	169	365	
Park	4 - 5	15	15	127	381	
Maney	3 - 3	11	16	101	342	
McDonald	4 - 4	9	11	57	91	Athletic Dir.
Nagel	5 - 7	10	16	195	239	
Palinay	4 - 5	15	15	124	372	
Ryan	2 - 4	14	15	103	354	
Sayre*	2 - 3	5	6	67	127	Assemblies
Small	2 - 6	7	12	171	181	Football
Urch	3 - 4	12	12	108	325	Division Chmn.
Willis	5 - 5	11	14	52	112	Dramatics
Witsberger	5 - 5	15	15	61	183	
Wulfman	2 - 3	8	12	52	207	
Zoll	5 - 5	15	15	82	246	
Eisenhart	1 - 1	3	3	35	105	Dean
Jones	1 - 1	3	3	3	9	Chaplain
Kurtz	2 - 2	2½	3	198	114	Self-study, Div. Chairman
Dally	3 - 3	9	9	29	87	
Reynolds	2 - 2	6	6	72	216	Dean of Students
Miller	1 - 1	3	3	27	81	
S. Shearman	1 - 1	3	6	8	24	
W. Shearman	3 - 3	6	9	48	96	
Ury	2 - 2	6	6	49	147	

* Private music lessons excluded

** Student teaching supervision not included

3. With such a load, the faculty member has little or no time to keep up with, much less make contributions of his own to the knowledge in his academic field.

4. With such a load, the faculty member has little or no opportunity to strive for academic excellence, and to establish or improve his own academic reputation, with the result that the quality and the academic reputation of the College suffer.

5. With such a load, it will be more difficult to secure and hold able faculty.

It is proposed that the stated load policy of the College be substantially as follows:

The College believes that flexibility in assigning teaching load is both necessary and desirable. It also believes that individual cases must be worked out by the administration and the individual(s) concerned. But, assuming the necessity for this flexibility and for adjustments in individual cases, the College subscribes to the following as general policy on teaching load.

1. Maximum teaching load is 12-14 hours, or four different courses, whichever is less.

2. Normally, each faculty member has no more than 110 students; student-contact hours and class size as well as number of hours will be factors in determining teaching load.

3. Load reductions are made for specific research and other projects deemed appropriate by the administration, and for major time and energy consuming institutional duties.

The College hopes that these load provisions will stimulate the self-development of the faculty, increase their professional competence, promote an intellectual attitude toward the work of the College, and result in the improved professional standing of both the faculty and the College.

FRINGE BENEFITS

Retirement

The College provides two retirement programs for faculty and staff: social security and TIAA. The TIAA retirement contributions begin at the end of the first year of service. Five percent is contributed by the College and five percent by the individual. The faculty member may elect to put as much as 50 per cent of the total amount into CREF.

Retirement is mandatory at age 70 unless deferred for special reasons. Currently only one full-time member of the staff is past this age. One other is continuing on a part-time basis.

Sickness or injury

After six months of employment at the College, each faculty member may take sick leave for a major illness for two weeks annually. This sick leave may accumulate to a maximum of three months. Provision is also made for continuing the employee at full or partial pay for an extended period not to exceed one year beyond his sick leave if his work can be fully or partially covered by other personnel.

Blue Cross and Blue Shield insurance are available and the faculty member is covered by Ohio Workmen's Compensation should he sustain any injury on college grounds in the pursuit of his work.

Other benefits

Free tuition is provided to immediate families of all faculty members. The College is a member of the Tuition Exchange Program which provides free tuition to faculty children at more than 200 colleges and universities.

Admission to most college-sponsored activities is free to faculty members and their families. Faculty members also receive a 20 percent discount from the college bookstore and the dining hall.

The committee in its study found the faculty well satisfied with benefits except for medical insurance coverage for major illnesses and disasters. It was recommended by the committee that the faculty and the College seriously examine the possibilities of instituting TIAA Group Major Medical Expense Insurance.

The committee also noted the dearth of faculty housing, especially for married faculty with children. Several units formerly rented to faculty families are now being used for other purposes. Five faculty members have been housed in college-owned housing during the current year, only one of these is a family-sized unit. While nearly two-thirds of the faculty own their own homes and while it has not been difficult to rent houses in Defiance the past few years, it is felt that the College should give serious consideration to this problem.

Working conditions

Currently, every full-time faculty member has an office, though seven share an office with others and six have offices in classrooms restricted to their own classes. However, there is little available space for offices for additional faculty members to be added next fall and further increases in enrollment and expansion of the curriculum may make it increasingly difficult for faculty members to have exclusive use of classrooms.

Two different questionnaires obtained information concerning faculty reactions to the condition of offices and classrooms. In answer to the question, "Do you feel that the condition of the physical plant of the College is conducive to effective teaching and general faculty morale?", 10 responded in the affirmative, 7 in the negative, and 4 were equivocal. The most frequent criticisms involved inadequacy of offices and classroom lighting.

The other questionnaire asked for evaluation of both office facilities and classrooms in eight different categories: space, lighting, furnishings, location, privacy, heat and ventilation, janitorial service, and interior decoration. A summary of the results showing the number of favorable and unfavorable comments is shown in table 22.

Table 22 - Faculty Reaction to the Condition of Offices and Classrooms

	Office Facilities		Classroom Facilities	
	Favorable	Unfavorable	Favorable	Unfavorable
Space	17	4	16	4
Lighting	16	5	12	8
Furniture and equipment	10	11	12	8
Location	14	2	14	3
Heat and ventilation	14	7	14	6
Janitorial service	17	3	20	0
Interior decoration	14	7	20	0
Privacy	9	12		

Since the questionnaires were circulated, several new private offices have been completed and better furnishings have been provided in several offices. The number of telephones is still inadequate but a switchboard was installed in 1958 and modernized in 1959; the number of extensions has more than doubled in the past two years.

Biology and chemistry offices are large rooms equipped for research.

A full-time secretary for the faculty was provided this year for the first time. She is responsible for mail, duplicating, and faculty typing. This arrangement has proven to be highly satisfactory and should certainly be continued.

All faculty members who desire student assistants may obtain them. Assistants are most widely used in the sciences. Ten were employed in the spring semester, 1960. (see Chapter V)

OPPORTUNITIES FOR PROFESSIONAL GROWTH

Present policies

The College provides for growth and encourages research and creative scholarship in a variety of ways.

A sabbatical leave program is in effect which provides a full year's leave of absence at one-half pay or a half year's leave at full pay for those faculty members who have completed six or more years of satisfactory service and whose plans are approved by the administration. One member of the faculty is currently on sabbatical leave.

The amount of $75 per year is made available to each faculty member for attendance at professional meetings. Any faculty member may request more if this amount proves to be insufficient.

The increased budget and new policy of the library are making possible the acquisition of both books and professional journals for scholarly purposes. Though the library is not adequate for most scholarly research, the faculty member can at least keep up with his field and can secure journals in the fields of special interest.

A reduced load may be given to a faculty member who has a planned research project.

Consultants at the rate of one or two a year are brought to the campus for a day or two. Dean Taeusch of the College of Wooster and Dr. Robert Hopper from Michigan State University have both been on the campus recently.

In addition to all-faculty meetings conducted as a part of the self-study, a series of monthly discussion meetings has been held during this past year at which faculty members have discussed the various ways in which each academic discipline approaches and determines truth. In other years similar meetings have been devoted to the improvement of instruction. At faculty meetings during the current year time has been given to a discussion of institutional goals and objectives.

Each faculty member is expected to use the Purdue Rating Scale for instruction once each year. He uses the results as he wishes and is not required to report his findings.

At the beginning of each year, the dean, for purposes of comparison, presents each faculty member with the distribution of his grades for the previous year and the distribution of grades for the whole College. The dean visits all new teachers at least once during their first year on the campus. After a conference, he places an evaluation in their folders.

Recommendations

Previously discussed recommendations for salary schedule and load should contribute to the improvement of instruction. The committee made additional proposals.

> It is proposed that The Defiance College make it a general and continuing policy to invest in its own future and to recognize and encourage effective instruction by offering faculty members without the doctorate, who have taught successfully for two years at the institution, the option of beginning (or continuing with) their doctoral study in the summer quarter of a reputable graduate school at the College's expense. For this purpose 1 - 1½ percent of tuition income would have to be set aside each year.
>
> The College would provide the faculty member with $700 per summer quarter attended for basic fees and living expense, and $75 per summer quarter attended for each faculty member dependent (up to a maximum of four).
>
> The faculty member would pay dividends on this investment (a) with service to the College, at the rate of one semester's service for each $250 invested by the College, or (b) in the event the service obligation is not met (for any reason but death or disability), by returning the College's investment at the rate of $500 per year interest free until the total remaining service obligation is discharged.
>
> It is also proposed that the monthly discussion meetings be continued in the coming academic year, and that such matters as the following be considered: (1) testing philosophy and methods, (2) grading philosophy and methods, and (3) the ways in which the philosophy of the College is (or is not) reflected in the classroom.

RESEARCH AND CREATIVE SCHOLARSHIP

In the course of the committee's investigations, it became apparent that there was some disagreement among the faculty regarding the role of research in a liberal arts college. To elicit faculty opinion, the following "imaginary" statement was distributed with a request for comments.

> Research (including 'creative scholarship' and creative work of any kind which is not directly applicable in the classroom) is a concomitant to the teaching function of a small college such as The Defiance College, but not a necessary concomitant. Teaching should be the major concern of the College faculty because the College is supported by (1) gifts from the church and (2) gifts from well-wishers,

> and cannot legitimately expend its money on the less important business of research and writing by subsidizing same through reduced loads, etc.

Of the respondents, four agreed with the premises and conclusions, seven strongly disagreed, and seven seemed to seek a middle ground.

The faculty committee came to the following conclusions after studying faculty reaction to the quotation:

1. There seems to be considerable agreement that teaching is the, or a, major function of the College.
2. There seems to be considerable agreement also that research and creative scholarship are not to be slighted, that both are necessary, valuable, and valid functions of the College, if the College and its faculty are to grow in both competence (teaching and otherwise) and reputation.
3. There seems to be considerable opinion that the College should, in various ways, encourage more than it now does both research and creative scholarship.
4. The load reduction to 12-14 hours provided in our load proposal would provide time for small projects of research and creative scholarship.
5. The further load reductions for specific research projects, provided in our load proposal, would provide for major projects of research and creative scholarship.
6. It might be well in most cases to require before a research load reduction is granted, that the faculty member making the reduction request submit to the administration proof of his ability to carry out such a project. For example, the publication of the results of a prior project might be taken as such evidence.

FACULTY STATUS COMMITTEE

A standing committee on faculty status was part of the committee structure of the College in 1958-59. This committee was active and the self-study committee on conditions of faculty service based some of its proposals on their recommendations, particularly in the areas of load and fringe benefits. A committee on faculty status did not operate in 1959-60. As recommended in Chapter III, this committee should be a continuing part of the faculty organization. There is some feeling that, instead of being appointed as are other committees, this committee might be elected by the faculty.

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CHAPTER VII

ADMISSIONS AND FUTURE ENROLLMENT

The educational goals and achievement of an institution of higher learning are inextricably related to the nature of its student body. Goals, admission requirements, curriculum, academic standards, type of students--all are interdependent. A college may employ an excellent Greek professor or build a new physical chemistry laboratory--in neither case can there by any guarantee that students will take the courses.

Since much of the future planning of the College is so closely related to the problem of enrollment, it has seemed appropriate to place this chapter near the end of the report. Out of the study of this problem must come the direction for dealing with many College issues.

ADMISSIONS

Why a problem

The Defiance College is faced with the immediate problem of deciding whether or not to curtail enrollment in the freshman class in 1960. Policies are needed to give direction to the admission program as well as to planners of curriculum and physical plant for future years. This becomes, therefore, a focal point of the present study.

Except for a brief period after the war, Defiance has not been faced with the possibility of having too many students. In fact, in the early part of the past decade the foremost consideration in determining admission policies was the obvious fact that Defiance could not operate most effectively with an enrollment of only 200 students. While it may be possible with plentiful resources to support a good institution at an enrollment of 200, Defiance has not had the financial resources to maintain this costly type of operation, nor has it been able, unaccredited as it was, to attract 200 choice students. It has seemed that getting bigger was a necessary prelude to getting better.

Table 23 shows that the enrollment has been increasing steadily at the rate of about 50 per year for the past four years. The enrollment is now approaching a level at which further increases are unlikely to result in a significantly more efficient operation from a strictly financial point of view. College housing facilities were taxed to the limit in fall 1959. On June 1, 1960, 199 new students already had been admitted compared to 127 for the same date in 1959, and 128 additional applications were being processed. Birth rate and high school enrollment data show a tidal wave of students to be in the offing (see table 24). There is a wide-spread misconception that this wave is already here, but it is still three years away. Recent increases in college enrollments have been due primarily to the increased percentage of young people going to college.

Table 23 - Total Full-time Fall Enrollment and Number of New, Full-time Freshmen at The Defiance College from 1950 to 1959

Fall of Year	Total Full-time Fall Enrollment	New, Full-time Freshmen During Year
1950	258	63
1951	187	64
1952	200	76
1953	200	80
1954	191	73
1955	277	122
1956	333	137
1957	392	169
1958	441	166
1959	492	179

Table 24 - Ohio Births and Twelfth Grade Enrollments 17 Years Later with Index Based on 1930

Year of Birth	Number	Index	Year in 12th Grade	Number	Index
1930	117,611	100.0	1947-48	61,478	100.0
1935	101,377	86.2	1952-53	59,464	96.7
1940	114,895	97.7	1957-58	75,457	122.8
1941	122,456	104.1	1958-59	80,702	131.3
1942	143,610	122.1	1959-60	85,611	139.3
1943	143,064	121.6	1960-61	87,756	142.8
1944	132,531	112.7	1961-62	83,171	135.3
1945	131,910	112.2	1962-63	82,287	133.9
1946	169,645	144.2	1963-64	96,851	157.6
1947	197,236	167.7	1964-65	114,378	186.1
1948	185,799	158.0	1965-66	111,514	181.4
1949	189,087	160.8	1966-67	114,373	186.1
1950	185,559	157.8	1967-68	113,699	185.0

Source: Ohio State Department of Education
(12th grade enrollments estimated after 1958)

The number of twelfth graders in the years 1961 and 1962 will be fewer than in either 1959 or 1960. Therefore no large increase in applicants can be expected in the next two years, other things being equal. However, between 1962 and 1964, the number of high school seniors will increase by nearly 50 percent. Though Defiance has not found it necessary in the last decade to refuse admission to any students who seemed capable of college work, Defiance may be forced to do so in the next year or two and must expect to do so by 1964. This fact poses several problems. Should Defiance continue to expand its physical plant in order to accommodate as many qualified students as desire to come? If not, what should admission standards be? How many freshmen should be admitted in order to maintain the desired enrollment? What changes, if any, should be made in the staff, curriculum, and physical plant to accommodate the anticipated enrollment?

In the attempt to find answers for these questions, considerable research was done to secure background data. Unless indicated otherwise in the data which follow, all enrollment figures include only students enrolled full-time.

High school records

For the 1959 fall semester, 294 applications were completed. Of these 25 were rejected. Of the 207 who actually enrolled full-time 166 were freshmen and 41 were transfers. The percentage distribution of the 166 freshmen by high school quartile is shown in table 25 as well as the distribution for the 1950-54 period, 1958, and for June 1, 1960.

Table 25 - Percentage Distribution of New Freshmen by Quartiles in High School Class

Quartile	1950-54*	1958	1959	1960 (June 1)
Top Quartile	33.3	25.0	26.5	29.7
Second Quartile	31.2	35.9	40.4	39.2
Third Quartile	21.7	26.9	19.9	24.1
Fourth Quartile and GED	13.8	12.2	13.2	7.0

* The percentage of those whose quartile is known.

It is significant that quality of the student body has not declined as enrollment expanded; in fact there has been an increase in the number who were in the upper half of their graduating classes and a marked drop in the number from the last quartile.

In its first catalog as a church-related college, Defiance announced: "We welcome both the bright student of high promise and the slow backward plodder." This has continued to be the policy of the College. There has been ample space for students, and it has seemed that the College should give a chance to all who showed promise. No admission standards are infallible, and some, with poor high school records have done well in college. It is our experience that some who have failed at large institutions do well at Defiance, possibly because of the individual attention they receive here. Even for those who fail, there is no way of measuring the value of the college experience. Further, increased enrollment has made possible the addition of needed faculty members and facilities which enriched the curriculum for all students.

It should not be assumed that relatively low admission standards have resulted in the admission of large numbers of students who were unable to get into other colleges, for this is not the case. An Ohio law requires that state colleges admit all Ohio high school graduates. The students at Defiance, have, therefore, been comparable in quality to those in state schools as well as many other Ohio colleges.

Ratio of men to women

Men students outnumber women students at Defiance by a considerable margin. The ratio in the total student body has been between 2½ and 3 to 1. (see table 26) The ratio among freshmen in 1957 and 1958 was about 2½ to 1, but in 1959 it was 3 to 2. Of the 199 admitted by June 1 for fall 1960, 107 were men and 92 were women. With the addition of a new women's dormitory, it is expected that the percentage of women in the total student body will continue to increase.

Table 26 - Number of Commuters and Percent of Total
by Sex from 1955 to 1960

Year	Men Commuters	Total	Percent of Total	Women Commuters	Total	Percent of Total	Commuters	Total	Percent of Total
1955	107	203	53	30	74	41	137	277	50
1956	124	231	54	32	102	31	156	333	47
1957	132	276	48	44	116	38	176	392	45
1958	154	318	47	56	113	49	210	441	48
1959	135	342	39	55	150	37	190	492	39

Commuting students

Commuting students have been welcomed at Defiance. Throughout the early fifties about one-half of all students commuted from their homes. In 1959 the percentage of commuters dropped sharply, possibly because of the increase in tuition. It seems likely that the number of commuters may level off and may even decline, so that future enrollment increases will be largely in resident students. Table 26 shows the number and percentage of commuters for the last five years.

Church affiliation

Since Defiance is affiliated with the Congregational Christian Church, it might be expected that a substantial percentage of students would come from that denomination. However, this has not been the case, at least not until recently. In 1954 there were only 18 Congregational students in a student body of 191, and only 2 freshmen who enrolled in that year were Congregationalists. The large percentage of students at that time who came from northwestern Ohio where there are few Congregational churches was indicative of the community nature of the College. Since 1954 much emphasis has been placed on developing a closer tie with the churches. In 1959, as a consequence of this, 38 Congregational Christian students were admitted as freshmen compared to a total of 28 for the five-year period 1950-54, and there were 108 Congregationalists in the total student body. For the first time in many years, Congregational students were more numerous than Methodists, long the most numerous group.

Geographic origin

Of the 482 students in fall 1959, 388 came from Ohio and 248 of these from within a 6-county area in northwestern Ohio. Of the 94 out-of-state students, 41 were Congregationalists from New England, New York and Pennsylvania. Table 27 shows the origin of new students in four geographical classifications for the period 1950-54. By 1959 this pattern had changed considerably with the percentage of new students from Defiance County decreasing from 34 to 19 percent, those from the 5 bordering counties decreasing from 29 to 27 percent, others from Ohio increasing from 24 to 34 percent, and those from other states and countries increasing from 13 to 20 percent. Thus, though the number of students from the 6-county area has increased, they compose a much smaller proportion of the total than in former years.

Defiance College students come predominantly from rural areas and small towns. Of the 146 freshmen in 1959 whose homes are in Ohio, only 10 are from cities of population greater than 15,000. From the three large cities within a 60-mile radius of Defiance (Toledo, Fort Wayne, and Lima, with combined population of more than one-half million) only five freshmen enrolled at Defiance this year.

When 1959-freshmen were asked how they first heard of The Defiance College, the most frequent responses were: through the church, from alumni, and from present students.

The 1959 freshmen also were asked this question: "Why did you choose The Defiance College rather than some other college?" The most typical response was: "It is a small college close to home." Others said: "Because it has a good program in elementary education," "Because it is my church college," and "Because I received a scholarship there." A tabulation of their answers follows:

Small college	84
Close to home	55
Good reputation	26
Financial reasons	23
Desired curriculum	21
Church-related	20
Friendly	15

It would seem, therefore, that, except for an increase in Congregationalists, the College is likely to continue to secure students whose background and interests are similar to those of the present ones until some unforeseen or deliberate influences change the existing pattern.

Curricular interests

Concern has been expressed by some members of the faculty because so many of the graduates were in the professional curriculums of education and business (see tables 14 and 15 in Chapter IV). During the last three years 83 percent of the graduates have been in these two fields. It has been hoped that there might be some increase in students in other curriculums, but the choice of fields made by 1959-60 freshmen shows only a slight trend away from education and business.

It has been assumed that raising admission requirements and securing more students from distant places will increase the number of students in the arts and science curriculums. While this may be true, there is as yet insufficient evidence to demonstrate that this will happen at Defiance.

So far as choice of majors is concerned, the 1959-60 freshmen show some increase in English and history with a slight decrease in elementary education, business administration, and the sciences.

Student retention

A college is much more deserving of criticism for permitting poor students to graduate than it is for admitting poor students. Defiance has been willing to give a chance to worthy young people, but at the same time has not hesitated to terminate the student's college career if this seemed best. At Defiance a student is currently required to maintain a 1.5 average in his freshman year, 1.75 by the middle of his sophomore year, and 2.0 after the end of his sophomore year in order to be in good standing. If he fails to do sufficiently improved work during a probationary semester, he is dropped from college. Before dismissal, students are considered individually and in rare instances--under mitigating circumstances--are permitted to return on continued probation even though they do not meet the above requirements. It is apparent, however, that this leniency is not overdone; in the 1959-60 school year 64 students were dropped for academic reasons, and 9 students who were on probation withdrew without completing the semester. At the end of the year 65 were continued on probation.

A complete study was made of new students who entered full-time between 1950 and 1954 (see table 27). Of the 355 who entered during this period, 134 have graduated and 17 are still in school. These comprise 43 percent of those who entered. Of those who dropped out before graduating, 110 or 31 percent did not have a "C" (2.0) average. No attempt was made to discover why the remaining 26 percent dropped out.

For those students who have started since 1954, there is a slight increase in retention compared with the 1950-54 period. During the current year, 92 percent of freshmen returned for the second semester--the highest percentage of any year for which data are available. Until some significant change takes place in the College or its students, it appears that the College will continue to graduate between 40 and 50 percent of those students who enter.

In the study of retention a breakdown of students was made by geographical origin, church affiliation, and high school quartile. They were further classified according to the academic average earned at Defiance. The results clearly show rank in high school class to be the best basis for predicting success in college. Among the church groups, Congregationalists did best, with Lutherans a close second. Those with no church affiliation did least well. Geographically, students from the five counties bordering Defiance County did best; those from other Ohio counties doing least well. These results would seem to support the admissions policy of giving primary emphasis to rank in high school class and a slight preference for Congregationalists and area students. Those from the lowest quartile did so poorly that it is difficult to justify admitting more than a very few from this category.

A study was made of the relationship between scores on the College Ability Tests used for entrance and academic records in college. The results were not encouraging. Since this is only the second year in which the tests have been administered to all freshmen, there were insufficient data for more than a tentative conclusion, however. Rank order correlation of test scores and grades was .34. Of those in the lowest quartile on the test (this is the current cut-off point) two-thirds made over a "C" average. Of those in the upper three quartiles, fewer than two-thirds made a "C" average. Most of the high grades, however, were made by those who scored well on the tests, thus accounting for the positive correlation.

It seems necessary to recommend that there be a continuing study of this test with the possibility of either replacing it or modifying its use.

Table 27 - Retention and Academic Achievement for New Full-time Students at The Defiance College 1950-54

	Entering No.	Entering %	Graduating No.	Graduating %	Still Active No.	Still Active %	Academic Average Achieved 0 - 1.99 No.	0 - 1.99 %	2.0 - 2.49 No.	2.0 - 2.49 %	2.5 - 2.99 No.	2.5 - 2.99 %	3.0 - 4.0 No.	3.0 - 4.0 %
Defiance County	120	33.8	40	33.3	10	8.3	42	35.0	32	26.6	23	19.2	23	19.2
Five Bordering Counties	103	29.0	44	42.7	4	3.9	20	19.4	34	33.0	27	26.2	22	21.4
Other Ohio	87	24.5	35	40.2	1	1.1	33	37.9	31	35.6	17	19.5	6	7.0
Other States	44	12.4	15	34.1	2	4.8	15	34.1	13	29.5	9	20.5	7	15.9
Other Countries	1	.3	0	0	0	0	0	0	0	0	0	0	1	-
Cong. Christian	28	7.9	15	53.6	3	10.7	5	17.9	5	17.9	10	35.7	7	25.0
Methodist	74	20.8	30	40.5	6	8.1	20	27.0	20	27.0	22	29.7	12	16.3
Lutheran	51	14.4	22	43.1	3	5.9	8	15.7	16	31.4	14	27.5	13	25.4
Roman Catholic	53	14.9	18	33.9	2	3.8	20	37.7	18	33.9	4	7.7	11	20.7
Other Protestant	102	28.7	40	39.2	2	2.0	30	29.4	40	39.2	20	19.6	13	12.8
None or unknown	47	13.3	9	19.2	1	2.1	27	57.5	11	23.3	6	12.8	3	6.4
1st quartile	92	25.9	43	46.7	5	5.4	8	8.7	13	14.1	33	35.9	38	41.3
2nd quartile	86	24.2	36	41.9	5	5.8	20	23.3	37	43.0	21	24.4	8	9.3
3rd quartile	60	16.9	20	33.3	0	0	27	45.0	26	43.3	6	10.0	1	1.7
4th quartile	38	10.7	6	15.8	0	0	27	71.1	9	23.7	2	5.2	0	0
Unknown	79	22.3	29	36.7	7	8.8	28	35.4	25	31.7	14	17.7	12	15.2
TOTALS	355		134	38.0	17	4.8	110	31.0	110	31.0	76	21.4	59	16.6

The committee making the study of admissions recommended that high school grades should continue to receive the greatest single consideration in selection of students, with some of the more subjective factors (interviews, letters of recommendation, and extra-curricular activities) being considered as supplementary evidence in borderline cases.

Present admission requirements

Requirements for admission are determined by the admission and scholarship committee.

For the past several years, applicants in the upper two-thirds of their high school classes were admitted in good standing if character recommendations were satisfactory. Those in the lower third were required to take an entrance examination. During the current year those in the lower half were required to take an examination. After June 1, 1960, the requirement will apply to the lower 60 percent and after October 1, 1961, to the lower 75 percent.

For those who do not present College Entrance Board scores (CEEB-SAT), the School and College Ability Tests (SCAT) are administered. Minimum SCAT scores for admission currently are the 54th percentile on twelfth grade norms for primary applicants and the 59th percentile for secondary applicants. Primary applicants are those from our churches, area, and alumni families.

Character references are required, and in most instances a personal interview is held. Each applicant is considered individually, consistent with the College's philosophy of concern for individuals.

LIMITATIONS OF PHYSICAL FACILITIES

Like many colleges, Defiance has many rooms which are used only a few hours a week and even has some which are not used at all. The number of students who can be accommodated in the present physical plant is dependent on such factors as the number of hours per day during which classes are held and the number of students permitted to find housing off campus. It is current college policy to schedule most classes between 8 a.m. and 5 p.m. five days per week and to house all women students and at least all freshmen men on campus. The present plant will be discussed within this context.

Housing and boarding facilities

By fall 1960, dormitories will house 157 women and 182 men. In addition about 50 men can live in two fraternity houses (see Chapter V for more detailed account of student housing). Currently 135 men and 55 women are commuting, and this number cannot be expected to increase very much for at least three years, if then. In addition, some students find rooms in town. Possibly 50 men and 10 women can be accommodated in this way. This makes a total of 639 with 417 men and 222 women, slightly less than a 2 to 1 ratio.

The student union was designed for a student body of 500, but would be pressed to feed this number through its one cafeteria line. If the College had the maximum enrollment estimated above, about 400 would be eating in the union. This number could be handled satisfactorily, but if many additional dormitories are built, it will be necessary to expand dining facilities.

Classrooms and laboratories

During the fall semester, 1959, classrooms were in use 40 percent of the hours from 8 a.m. to 5 p.m. Monday through Friday. The greatest utilization was at 9 a.m. when 17 of the 19 classrooms were in use. Of course, many of the present classes could be made larger. No laboratory was in use more than 12 hours per week. Two or three rooms not in use could be made into classrooms.

The music department is in need of small practice rooms for individuals and a large practice room for the band and orchestra.

The physical education facilities are seriously overcrowded and inadequate. The one small gymnasium is used for all physical education classes, basketball practice, intramurals, and other recreational purposes. It currently is in use almost continuously from 8 a.m. until 10 p.m. Also, there is inadequate space for such activities as weight lifting, trampoline, wrestling, fencing, and dance. It is difficult to see how an enrollment of as much as 600 could be handled by the present gymnasium unless the physical education program is drastically curtailed.

Other physical facilities

The library reading area is sometimes filled to capacity now and should be expanded if enrollment increases much beyond 600. The stacks and bound periodical room, too, are rapidly becoming crowded.

One of the advantages of the "small" college is the possibility of having the entire student body assembled on various occasions. The present auditorium cannot seat as many as 500, and by next year it will, apparently, be impossible to hold assembly programs with all students in attendance.

Faculty office space is barely adequate this year, and will be inadequate next fall. Some of the present classrooms could be converted into offices, music rooms, and laboratories but this would reduce the number of classrooms to a limiting point.

OPTIMUM SIZE

Several studies of optimum size from a financial point of view have shown that very small institutions have a high operating cost per student, but that there is a point beyond which further increases in enrollment do not appreciably decrease cost per student. This point varies with the institution according to the size of its plant, the breadth of its curriculum, the amount of stable income, and other factors; but it is usually considered to be somewhere between 600 and 1000. This limiting point is lowered when an institution must borrow money to build a plant to accommodate its students. Defiance is approaching this point. Increases in enrollment beyond the capacity of the present plant, therefore, must be justified on other grounds, unless additional buildings can be built without increasing indebtedness.

Many students have chosen and like Defiance because it is a small, friendly college. Just what is meant by "small" is hard to determine. It is certain that continued growth eventually will result in a loss of something that is distinctive at Defiance--its warm, free, family-type atmosphere. Questionnaires were circulated to students, faculty, and alumni asking how large the College should become. Responses varied from 550 to 4000 with a median of 1000. The self-study committee on admissions and future enrollment recommended a ceiling of 750.

One problem which Defiance has is the small number of majors in certain areas. Further increases in enrollment would result in some additional students in these areas. However, if there is one major a year in speech, doubling the entire student body might result in only two majors per year. Limiting the enrollment by means of greater selectivity or a drastic change in recruiting practices is more likely to provide a solution to this problem than a large increase in enrollment. On the other hand, increasing enrollment will make possible added depth in the faculty and may increase the quality of instruction. In past years, the College has had many major fields in which only one person has been teaching. This should be a thing of the past by the time the enrollment reaches 600-700 and so is not a major factor.

Responsibility to community

In the next seven years, the number of youth who will be of college age will increase about 50 percent. The number who desire to attend college may increase even more. Since there is no other college within a 45-mile radius, what responsibility does Defiance have in its geographic area? The College has been supported through the years both with students and with money from this region. Hundreds of alumni reside here and will want their children to attend the College.

It is conceivable that with limited enrollment and an increase in out-of-state students, many students from the immediate vicinity may either be barred, or, if admitted, may be the first to flunk out.

Limiting enrollment

If any ceiling is placed on total enrollment, it must be translated into the number of new students who can be admitted. To aid in this, a study was conducted of the relationship between the number of entering freshmen and the full-time student body. Since the College has been growing this could not be done with a single year's figures.

The number of new freshmen was taken as a base figure, to this was added the number of sophomores the following year, and then the number of juniors and seniors in subsequent years. In this way, it was possible to determine an index which is the ratio between the total enrollment and the number of new freshmen.

The index was calculated for the freshman classes for eight years, 1949-1956. The index gradually increased during this period, being 2.32 for 1949 and 3.01 for 1956. The average for all eight years was 2.76 but for the last four years was 3.02 and may be leveling off there. Therefore, it is concluded that with present conditions prevailing, the size of the student body will be about three times the number of new freshmen. Thus, 200 freshmen would sustain a full-time enrollment of 600.

Several variables may alter this index. Both the discontinuance of the cadet program for elementary teachers and the proposed changes in admission standards would increase the rate of retention. On the other hand, it is likely that the number of transfer students accepted will decrease somewhat, and this would lower the index. If there is any change in the index, it is predicted that it will increase slightly.

CONCLUSIONS AND RECOMMENDATIONS

The problem of establishing enrollment goals is a knotty one; unanimous agreement is unlikely. There is danger that in the absence of such agreement, the College may continue to grow without plan and with some of its facilities always overcrowded.

The Defiance College is now in a situation where some restrictions must be placed on enrollment. No longer is it to the advantage of the College to permit the student body to expand with the assumption that added students will mean added dollars for operation. With the present physical plant and financial situation, any enrollment greater than 660 is likely to cost the College more per student than the student pays to the College. There is unanimous feeling that the admission standards should be raised to some degree. In view of the fact that there will be no increase in the number of youth attaining college age for three years, restrictions in enrollment seem the only immediate way to insure greater selectivity.

It is recommended, therefore, that the enrollment goal for 1962-63 be 660 students. To achieve this goal, 220 freshmen should be admitted each year in the next three years, of whom no more than 60 should be resident women. About 65 should be commuters, of either sex. Not more than 25-30 transfers should be admitted each year. These admission quotas should produce enrollments of about 580 students in 1960, 610 in 1961, and 660 in 1962. Present men's housing is expected to be filled in 1960, and further increases in the number of resident men must be absorbed in town unless gifts should be forthcoming for additional 24-man units. Women's housing will be nearly filled in 1961 and may be a serious problem by 1962.

A 1962 enrollment of 660 would include approximately 440 men and 220 women, or a ratio of 2 to 1. As pointed out above, students admitted during the past two years show a ratio of approximately three men to two women; the latter ratio is preferred. Further dormitory construction, therefore, should be for women. It is hoped that by 1962 the College will be financially in a position to construct an additional women's dormitory which would increase total enrollment to between 700 and 750 by 1964. The proposed ratio of three men to two women could then be realized.

In several respects present physical facilities are inadequate for an enrollment of 660. All of the following should be done before any consideration is given to permitting the enrollment to exceed 700.

1. Construct a physical education building.
2. Add to the library.
3. Construct a church or chapel.
4. Complete the second floor of the student union.
5. Convert the basement of Trowbridge Hall into an art center.
6. Expand the health center and dispensary.
7. Add at least 10 faculty offices.
8. Provide music practice facilities.
9. Rehabilitate all possible rooms for classrooms.
10. Remodel the basement of Defiance Hall for the development offices.

If, upon completion of the above, consideration then should be given to further increases in enrollment, it should be understood that additions then would be necessary in dormitories, dining halls, laboratories, classrooms, and offices.

This self-study has brought about a favorable climate and a program for continuing evaluation within the faculty of the institution. It has not involved in any significant degree the many important elements of the College's constituency: trustees, alumni, community, and church. These can and should be drawn more closely into college affairs. As the College faces the "tidal wave of students", great pressures may be brought to bear to grow larger and possibly change in basic character. Important decisions must be made in many areas of college life--decisions which the faculty alone, and even the president and administration, have no right to make.

To these ends, a long range planning committee is needed--a committee which will represent all the groups concerned with the future of the College. Such a committee should be established by the board of trustees. Some person, probably a member of the College staff, should be released from other duties to serve as the executive for this committee. It is recommended that the committee be appointed for a two-year term, beginning its work in the fall of 1960 and giving a report to the president and the board by 1962.

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CHAPTER VIII

THE CHARACTER OF THE COLLEGE

The foregoing chapters are based on the reports of the eight faculty committees. Strengths have been praised, weaknesses condemned; recommendations abound. In the final chapter a calendar of action based on these recommendations is projected. On what foundation were these evaluations made?

Behind the work of the committees, purposes were implied. These were the assumed criteria that determined judgments. Rarely made explicit, they were, nevertheless, as important as the data which were collected.

The committee on philosophy and its implementation, especially, contributed to faculty ferment. The many papers they prepared and their probing of attitudes and opinions in several evening meetings, caused the faculty to bring background matters to the fore. Discussions did not result in unanimity. There were debates and disagreements--but always there was the present fact to check those who tended to judge by what they thought the college should be.

Nor did the final committee reports resolve the disparities. But they did show remarkable consistency and unity. They demonstrated forcibly that the College has four distinguishing features: small size, service to a local community, a liberal arts bias, and relationship to the church. Interrelated, these give to the College its uniqueness. Furthermore, the reports revealed that these key characteristics do not merely condition the purposes of the College; they do something more. They shape its mission.

If The Defiance College actually has a mission, its constituent elements must be examined. Derived from the past, their present nature needs to be explored if the mission is to become a functional guide for the future. Also, it must be shown how we move from statement to fulfillment.

As for size, Defiance was in the past what it was compelled to be. In adjusting to limited numbers, the College became distinctive. Capitalizing on personal attention and family relationships, it made of smallness a virtue. What once might have been a defect is now an honored tradition.

The same is true of the community orientation. Forty-five miles from its nearest competitor, Defiance drew clientele from and returned them to these limited environs. In the belief that northwest Ohio needed it, the

College became valued for its service and its cultural contributions. Today it can point with pride to teachers and doctors and business men in the immediate vicinity who are its graduates and champions.

The College can now direct its own future. It will remain small and it will continue to serve its local area because these are parts of its mission. At the same time, it recognizes that "smallness" is a variable restriction. And it is aware that in a shrinking world, the concept of community may need redefinition.

By firm conviction, Defiance is a church-related, liberal arts college. These two components were the focal points for most of last year's deliberations on philosophy and purposes. Early in the study it became evident that the meaning of church-relatedness was confused in many minds with church ownership and control. In the Congregational Christian fellowship, church and college are related by mutual agreement. Each college expresses its church-relatedness in its own way; there is no organic church control. Individuals, congregations, and other institutions may hold membership in or be affiliated with this denomination without subscribing to a creed. As a consequence, unity does not mean uniformity. The Defiance College finds in Congregational Christian polity and in the principles of faith, freedom, and fellowship, the guide lines for its program in liberal arts, community service, recognition of human worth, attention to persons and their problems, and respect for work.

It is the majority opinion that education in the liberal tradition is best for Defiance. By liberal education we mean that which gives men breadth of vision--knowledge of the world, and of man: his nature, his past, his relationships with the world and with his fellow men. This view of education is concerned with the person's total development--intellectual, spiritual, physical, cultural--and with his developing capacity for critical evaluation. It gives men freedom to develop their potentialities for the betterment of self and society.

Our view of vocational education includes both academic preparation and a philosophy of work, the Christian concept of "calling". The liberal and vocational concepts of education are not in conflict. At Defiance the liberal arts are viewed as the undergirding for professional and pre-professional education. Teacher education and business have always been and will continue to be strong departments in the College along with science, arts, and pre-professional studies. It is felt that the best teacher or doctor or business man or minister is most likely to be one who has depth of understanding as well as skill, and an urgent sense of mission.

A reverent recognition of God and the belief that man is made in God's image are basic to the pervasive Christian atmosphere in the College. The College and the Church witness to each other concerning truth. Reason and revelation are complementary, not contradictory. The great truth of the Creator is not necessarily found in the process of rational inquiry, and revelation needs the discipline of rational inquiry to save it from subjective distortion and fragmentation. The tendency to declare as absolute that which is partial or possibly error must be avoided. Out of a deep respect for the worth of individuals and for knowledge, The Defiance College maintains an operational relationship with the Congregational Christian Churches by encouraging a creative conversation between intellectual and religious discovery, a creative conversation which leads to new insights and new ideas.

The college community is conceived as an educational fellowship. Ideally both teacher and the taught work together, study together, think together, play together, and pray together. Defiance encourages a type of campus life that nurtures responsible freedom. Academic freedom is highly prized and jealously guarded. Religious convictions of all persons are respected and no attempt is made to proselytize persons of other denominations or faiths. College organization and policies provided opportunities for students to learn from experience the meaning of freedom--the privilege of choosing to act responsibly. Life in such a community ought to be so pervasive that personsare changed by their membership in it.

It is the intention of The Defiance College:

To make students realize that at commencement they have acquired the equipment which still must be put to use in a life of self-fulfillment, service to others, responsible citizenship, awareness of and participation in the cultural and intellectual climate of their times;

To instill in young minds the idea that freedom is a matter of spirit and of the conscience, not just a matter of politics; that it is a matter of intellect, not merely of society;

To teach young people that truths are constantly to be sought and that the search is all important;

To lead its students to think through to conclusions that are sound, but flexible; to act on them, yet to remain open-minded to new evidence; to fight for principles with conviction, and for the right of others to stand up for theirs; to relish the infinite variety of the world, and to respect differences;

To provide a climate which encourages growth of religious faith, faith in oneself, and faith in the power of reason.

Defiance sees the realization of its mission in terms of what happens to its students. It is our goal:

To graduate a teacher who is totally skilled in the methodology of the teaching process, but also recognizes the dignity and worth of persons and views her daily work as a calling;

To train a coach who will also be educated to participate in the cultural life of his community;

To prepare a young man for seminary who will bring to the pulpit not pious platitudes but an understanding of the present realities with which we live;

To educate a young woman for Christian service who is full of mind as well as heart;

To equip a graduate who becomes a homemaker to profitably use leisure time and be a leader in church and community;

To give pre-professional training to a lawyer who will enrich a church school with teaching that reflects understanding of history and the Bible and the relationship between religion and culture.

The motivation for the life of The Defiance College is the ideal of the liberally educated person who thinks and plans and acts from a genuinely Christian perspective. This is the mission of the College: to provide a liberal education in the context of the Christian faith, and to provide this in an intimate, community-oriented environment.

CHAPTER IX

A CALENDAR OF ACTION

In this final chapter the proposals in the previous chapters are placed on a calendar. Some recommendations have already been effected--others are planned for the future.

Before listing the more tangible changes, it should be pointed out that some of the most significant results of the study in which the College is still engaged are subjective; these do not lend themselves to easy listing.

There has been much discussion about college problems this year. Members of the faculty have become aware of areas of college life with which they had not been concerned before. Many now feel involved with the total institution, rather than with a corner of it.

Much creative thinking has been done. The purposes and role of the College have been clarified; educational studies inaugurated will be continued and will provide useful data each year. A faculty mood has been established which is conducive to sustained evaluation.

ALREADY ACCOMPLISHED

A list follows of specific changes which have been made to date as a result of this study. (The recommendations are stated more completely in context in the chapters as noted.)

1. The administration has approved the reorganization of divisions, the previous three divisions being changed to five. (III)

2. The trustees have approved:

   a. a reduction in normal teaching load to twelve lecture hours or their equivalent. (VI)

   b. a new salary schedule. (VI)

   c. the establishment of a fund for the improvement of instruction to aid staff members in continuing graduate study in the summer. (VI)

   d. termination of the two-year program for elementary teachers effective in 1961. (IV)

3. The faculty has approved curriculum revision as follows: (IV)

    a. alteration of graduation requirements so that the general requirements are identical for all degrees except in foreign language. Specific requirements were added in mathematics and philosophy.

    b. reduction of degrees from three to two.

    c. increase in hours required for graduation from 124 to 128.

    d. a music major for the arts program.

    e. a minor in political science.

    f. curricular changes and additions in history, physical education, religion, music, business, art, political science, biology, geography, and orientation.

4. A person has been employed as a part-time assistant to the dean of students to coordinate student activities. (V)

5. A bookkeeping machine has been installed in the business office. (II)

6. Work has begun on permanent facilities for art classes. (VII)

7. Work has begun on relocation and expansion of health center and dispensary. (V)

8. Five new faculty offices have been provided. (VII)

9. Substantial improvement has been made in library holdings. (II)

IN THE OFFING

Proposals for the Year 1960-61

1. The major area of study for this year should be teacher education. (IV) For this and subsequent years the following general plan is suggested.
    a. A committee should be appointed to make preparations for this study.
    b. The year's study should begin during the faculty seminar in September.
    c. Provisions should be made for the entire faculty to participate in the study.
2. Appoint a committee to prepare for major area of study for 1961-62.
3. Enrollment goal - 580 full-time students. (VIII)
4. Revise the faculty committee structure. (III)
5. Study faculty rank. (III)
6. Increase salaries for part-time and summer instruction. (VI)
7. Institute regular administrative staff meetings. (III)
8. Establish more definite prerequisites and course sequence in disciplines where needed. (IV)
9. Study the course offerings in sociology and psychology in preparation for offering a major in these fields the following years and revise advanced language offerings. (IV)
10. Reexamine the history offerings from the standpoint of balance and completeness. (IV)
11. Organize departments within divisions if appropriate. (III)
12. Examine book holdings in library and discard those not worth keeping. (II)
13. Convert present museum into a classroom. (VII)
14. Add at least ten faculty offices. (VII)
15. Establish a long-range planning committee. (VII)
16. Employ a full-time director of public relations. (III)
17. Plan a series of special events to observe the College's 75th anniversary.

Proposals for 1961-62

1. Major area of study - general education. (IV)
2. Appoint a committee to prepare for major area of study for 1962-63.
3. Initiate the program of aid for faculty summer study. (VI)
4. Make arrangements for a major medical insurance plan for the staff. (VI)
5. Enrollment goal - 610 full-time students. (VII)
6. Introduce majors in sociology and psychology. (IV)
7. Add Russian to the language curriculum. (IV)
8. Complete the establishment of seminars in major fields and consider honors courses. (IV)
9. Study the course offerings in political science and philosophy to prepare for introducing majors in 1962-63. (IV)
10. Develop a system for advanced placement. (IV)
11. Study the physics curriculum. (IV)
12. Study the needs of the library by departmental areas. (II)
13. Complete the outdoor athletic-recreational area. (VII)
14. Provide additional music practice rooms. (VII)
15. Continue long-range planning committee with interim report. (VII)
16. Initiate a capital fund-raising campaign for church, fieldhouse, library and other capital needs. (II)

Proposals for 1962-63

1. Major area of study - rethinking the role of the College. (VIII)
2. Determine major area of study for 1963-64 and appoint a planning committee.
3. Enrollment goal - 660 full-time students. (VII)
4. Introduce majors in political science and philosophy. (IV)
5. Study comprehensive examinations. (IV)
6. Study course offerings in art with view to offering a major in 1963-64. (IV)
7. Add courses in anthropology and geology. (IV)
8. Institute honors courses. (IV)
9. Add to the library building and continue to augment library holdings. (II)
10. Rehabilitate the third floor of Defiance Hall. (II)
11. Continue capital fund-raising campaign. (II)
12. Long-range planning committee reports. (VII)

Unscheduled Recommendations for 1962-63

Employ a business manager. (III)

Reorganize alumni program. (III)

Rehabilitate the basement of Defiance Hall. (II)

Establish a language laboratory. (IV)

Establish a central office for placement and financial aid. (V)

Complete the second floor of the student union. (V)

Build a fieldhouse. (VII)

Build a church or chapel. (VII)

Provide adequate office space for all faculty. (VI)